2020-21 School Year LEA Continuous Education
& School Recovery Plans

LEA Name: Social Justice PCS
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LEA Type:
Date Generated: 10/06/2020

Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

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[1]Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.
[2]These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:
   - What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and
   - How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?

Cleaning, Disinfecting, Sanitizing

Regular Cleaning Schedule

SJS will regularly clean, disinfect, and sanitize surfaces and all classroom materials per **District guidance on cleaning and disinfecting** and the **CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes**. In conjunction with the other schools (Rocketship PCS and AppleTree Early Learning Center) in our co-located space, SJS has contracted a cleaning vendor (Busy Bee) that will assist us in adhering to the following guidelines:

- Busy Bee will routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops, computers and other tech)

  ○ In order to ensure that dirty surfaces are being cleaned thoroughly, our cleaning vendor will clean each dirty surface with soap and water before they apply the disinfectant.

- SJS leadership team and staff (if applicable) will thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.

- For all cleaning, sanitizing, and disinfecting products, we will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See **CDC's guidance for safe and correct application of disinfectants**.

- SJS Operations team will create and post signage inside every classroom and bathroom reminding scholar-activists and staff of teacher/student cleaning protocols.

- This signage will be a supplement of a schedule that we have developed for increased routine cleaning, disinfection and sanitization. Training during weeks 2 and 3 of our Professional Development will take place in order to implement the schedule effectively.

- Playground structures will be included as part of routine cleaning (as defined in **District guidance on cleaning and disinfecting**), especially high-touch surfaces (e.g., handlebars). However, SJS will not use the playgrounds during Phase 2.

- Bathrooms:

- Shared bathrooms will be assigned to specific groups of scholar-activists and staff. Each group of scholar-activists will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.

- During each group break, SJS scholar-activists will use the bathroom one at a time. Each student will enter after one student exits.

- The school will implement safe and correct storage for cleaning and disinfection products.

In coordinating as a co-located space, Busy Bee will clean the nurse's suite, all common spaces, scholar/adult restrooms, and items within the common spaces (listed in the chart below) at the following times daily:

- 10 AM

- 2 PM

- Overnight (with an electrostatic sprayer)

We have procured a disinfectant (Pure) which is safe for children, food surfaces, and kills

COVID-19 germs in 90 seconds. This is one of the safest and fastest products available. All staff will have access to this product in their workspaces and we have ample supply to kick off the year with gallon refills arriving in the Fall.

Frequency	Permanent Fixtures (to be cleaned by Busy Bee)
	All door handles (interior and exterior)
	All fixtures inside of bathrooms (faucets, soap dispensers, toilet flushers, toilet seats, etc.)
	All fixture surfaces inside of the staff room and offices (copy machine buttons, refrigerator handle, coffee maker buttons, water dispenser buttons, sink fixtures, etc.)
Twice during the school day (10 AM & 2 PM) and overnight	All stairway railings
	All light switches
	All countertops
	All computer keyboards, screens, and exterior hardware
	Door frames and other key areas at student height

Room Number	Permanent Fixtures (to be cleaned by Busy Bee)
	All door handles (interior and exterior)

Nurse	**All fixtures inside of bathrooms (faucets, soap dispensers, toilet flushers, toilet seats, etc.)**
Suite (Office & Examination Room)	**All fixture surfaces inside nurse suite office and examination room (copy machine buttons, fax machine button, refrigerator handle, water dispenser buttons, sink fixtures, cabinet handles, etc.)**
To be cleaned twice daily within 10 AM and 2 PM range	**All light switches**
	All countertops
	Door frames and other key areas at student height
	Additional cleaning will happen upon request from Nurse
	(In the instance of a sick child with cold or contagion)

In addition to the permanent fixtures, each classroom will have a bin labeled "Items to be Sanitized." This is where the teacher will put items that do not appear to have an owner. We don't want to hold on to items for extended periods of time, so if they do not seem like important things and can be trashed at the end of the day, that is best.

For Adult bathroom breaks (single toilet): As a supplement to Busy Bee's daily cleaning schedule for all staff and scholar bathrooms, we will also ensure that there is a disinfecting bin for adult use inside of each (single toilet) bathroom. It will be stocked and continuously replenished with disposable Gloves, paper towels, and Pure Disinfectant. Adults will be instructed to wipe down all surfaces inside the bathroom before they exit.

For Spaces where Oral or Nebulized Medication has been Administered: In the event that SJS has a student who receives oral or nebulized medication, the first step that SJS will take is to communicate with the family and strongly encourage them to replace the nebulizer with an oral inhaler when possible. If a student is not able to access an oral inhaler, the first site that SJS will utilize for the medication administration is outside (weather permitting). In the event of inclement weather, SJS will utilize a vacant room that has the proper air circulation for the medicine to be administered. Additionally, SJS will work with families and the school administration to transition the administration of nebulized medication before or after school, if appropriate. This indoor space will also be included in our cleaning vendor's (Busy Bee) daily cleaning schedule. Busy Bee's day porters will also be notified whenever the room is used so it can be marked as a priority for cleaning.

Although our scholar-activists will not be rotating classrooms during COVID19, teachers will be. Teachers will be responsible for the following items during their time in the classroom and then when they exit the classroom.

2. Describe physical changes to the environment to ensure or promote social distancing.

ITEM	EXPECTATIONS
Classroom Disinfecting Checklist (General Rules)	• **You are only allowed to use the items that are assigned to you (dry erase markers, erasers, etc)** • **Wear gloves while disinfecting** • **Daily cleaning before exiting the classroom MUST happen. Any surface that you touch will need to be disinfected before rotating.** • **As a courtesy to the teacher that is coming into this room after you, ensure that the space is set up like new for them to enter**
How to Use Pure Disinfectant Cleaner	• **Spray on surface** • **Let it saturate for about 20-30 seconds** • **Wipe down with a clean paper towel to get rid of all dirt and impurities** • **This disinfectant kills all COVID germs and it is safe for children**
Surfaces to wipe down at the end of each block	• **Teacher chair** • **Teacher desk** • **Small group table (if used during your block)** • **Door handles**
Disinfecting of Student Desks	**All student desks must be disinfected FOUR times throughout the day. The times are as follows:** • **After breakfast (Desks will be already be disinfected for breakfast to occur as our custodial vendor does disinfection overnight)** • **Before lunch** • **After lunch** • **End of day**
Shared Student Materials	**In an effort to avoid the transmission of any germs between our scholar-activists, all instruction at SJS will be virtual. Teachers are not allowed to distribute any paper materials.** **Scholar activists will have their own Chromebook, charger, pencil/pen, and notebook.** **The cleaning schedule for scholar technology and materials is as follows:**

Student Personal Materials	• **Wiped down in the morning after scholar has finished breakfast and wiped down the desk**
	• **Wiped down in the early afternoon when instruction is complete and before lunch starts**
	• **Wiped down after lunch is over and all trash is thrown away**
	• **Wiped down at end of the day when packing up personal belongings**

Lunches brought from home need to stay inside the scholar activist's desk from arrival and throughout the day. The inside of the desk where the lunch was stored needs to be sanitized after eating and at the end of the day.

Before each teacher leaves the classroom that they are in, they must wipe down all of the technology and touchpoints before they exit the building. The list is as follows:

- **Light switches**
- **Air conditioner controls**
- **Teacher cell phone**
- **Teacher computer**
- **Student Chromebooks**
- **iPad (if applicable)**
- **Walkie Talkie (if applicable)**

End of Day Cleaning Protocol (Teachers)

The main office and lobby area are usually high-traffic spaces. As a co-locating community, Rocketship PCS, Appletree, and SJS have agreed that we will not have anyone other than staff, scholar-activists, and emergency vendors (fire extinguisher inspection, elevator maintenance, etc), and related service providers enter the school building after passing a Health Screening. The Office Manager's desk (which is shared among all three schools) will have a sneeze guard and each of our Operations Teams will own the disinfecting checklist below for added protection.

Front Office Disinfecting Checklist

- **Wear gloves when disinfecting.**
- **The goal is for this to become a habit.**

Owner: Operations Teams

Option 1: Disinfectant: Pure Hard Surface Cleaner

How to use:

1. **Spray on surface**

2. **Let dry for 1.5 minutes**

3. **Kills all COVID germs**

4. **Safe for kids and food surfaces**

5. **It is optional to wipe down the surface after**

Use a new paper towel for each item you clean (ex. a fresh paper towel for each bathroom sink)

Option 2: Cintas Disinfectant & Paper towels

This is best for spaces where you have at least 10 minutes before anyone needs to use the space.

How to use:

1. **Spray on surface**

2. **Let dry for 10 minutes**

3. **Kills all COVID germs**

4. **Safe for kids and food surfaces**

5. **Wipe down after 10 minute dwell time**

Use a new paper towel for each item you clean (ex. a fresh paper towel for each bathroom sink)

Option 3: Cintas Disinfectant & Electrostatic Sprayer (Busy Bee)

This is best for when scholar-activists are not in the building or at least not in the space you are cleaning for at least 10 minutes before anyone needs to use the space.

How to use:

1. **Wear the proper PPE while using the sprayer**

2. **Let dry for 10 minutes**

3. **Kills all COVID germs**

4. **You do not need to wipe down after 10 minute dwell time**

Frequency	Permanent Fixtures in Main Office (to be cleaned by Operations Teams)
Twice during the school day **(10AM & 2PM)**	**All door handles (interior and exterior)** **Main Office Phone** **Main Office PA System** **Main Office Buzzer (for building access, intercom, etc)** **Computer Monitor, Keyboard and Mouse** **All file cabinets and storage systems** **All touched surfaces inside of the Main Office (sign in computers, visitor logs, chairs, information kiosks, tabletops, etc.)** **All pens -- "Sanitized" and "Used" pen cups** **All light switches** **All countertops** **Sneeze Guards**
At End of School Day **(To support overnight cleaning)**	**Operations Teams will ensure that the front office is cleaned and well organized before departing for the day. The teams will put away all visitor logs and information in their separate spaces so that Busy Bee overnight custodians are able to disinfect the shared space thoroughly.**

In addition to these routine cleaning requirements, the following protocols will be followed in the event that an SJS scholar or staff member becomes ill.

- **Scholar or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:**

  - **Busy Bee day porters will Immediately rope off or close, clean, and disinfect areas and equipment in which the ill individual has been in contact.**

- **Once the room is vacated at the end of the day, perform deep cleaning and disinfection of the full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes**

the isolation area after use by an ill scholar or staff member.

- ○ The Busy Bee day porter who is completing designated cleaning after a sick scholar or staff member must adhere to PPE requirements (face shield, mask, gloves and coverall or gown).

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in our co-located school community, SJS will control the spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s).

No individual(s) will be allowed in the potentially contaminated area(s) directly following the identification of a known positive case without the required PPE wear, including a face shield, mask and gloves.

- If seven days or fewer have passed since the person who is sick used the facility, SJS will adhere to the following steps:

1. Close off areas used by the person who is sick.

    1. Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the positive individual after the children and staff in those spaces left for the day.

2. Open outside doors and windows to increase air circulation in the areas.

3. Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.

4. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection are not necessary but SJS will ensure that Busy Bee (our custodial vendor) maintains their routine cleaning and disinfection schedule.

Our custodial vendor, Busy Bee has electrostatic sprayers. Electrostatic sprayers wrap all furniture and supplies with the disinfectant so that no surface goes uncleaned. We feel confident in using these sprayers that we will fully disinfect our spaces if a positive case were to arise.

In the event of a confirmed COVID-19 case in a student or staff member, Busy Bee will follow the deep cleaning model below for full disinfection:

1. Close off the affected area(s).

2. **Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow**

respiratory droplets to settle.

3. **Clean and disinfect all areas used by the person who is sick, such as classrooms,**

bathrooms, and common areas using the electrostatic spraying method. Chemicals used in the electrostatic spraying process must meet EPA approved products for emerging pathogens.

Additionally, SJS will conclude the school day and send out an immediate notification to both our families and the leadership teams at Rocketship and Appletree. The notification will state that SJS will be closed for the next three days. Our Director of Operations and COVID-19 point of contact Reginald Galloway will also inform local health officials (and others as deemed appropriate) and adhere to their guidance. While waiting on this guidance, we would immediately identify and disinfect the rooms (all surfaces, all furniture, all personal items), bathrooms, and other areas the student or staff member may have been. The full details of this process can be found in the section below, Exposure Reporting, Notification, and Disinfection.

SJS scholar-activists and staff will engage in remote learning for the next three days and will be able to return to the school building the following day.

Physical Changes to the Environment to Promote Social Distancing

Use of Space

SJS will take the following measures in its use of its licensed space in the co-located building. SJS has exclusive use of four classrooms: Rooms 113, and 114, 115, 116

Classrooms:

- ○ **SJS will maximize the spacing of occupants in each space with a minimum of six feet distance between desks.**

- ○ **SJS will have no more than 12 individuals per room at any given time, with the exception of one additional person briefly dropping off materials**

  - ○ **10 SJS scholar-activists**

  - ○ **2 SJS Staff (one instructional staff member and one supporting staff member)**

- Scholar-Activists will have assigned seats throughout the day in the same classroom. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). Individual desks will all be turned to face the same direction and Scholar-Activists will be staggered to maintain six feet distance.

  - Example: Scholar-Activist A is a 5th grade SJS Scholar-Activists coming to school two days a week (on Thursday and Friday). Scholar-Activists A will have all of their instruction in Room 114 and teachers who will rotate into Room 114 as needed.

- Room 113

  - Note: This room will be a secondary usage option for SJS Teachers and Scholar-Activists. Most instruction will take place in Rooms 114, 115, and 116

  - Only two Scholar-Activists will be permitted to use the mobile science tables and they must be situated 6 feet apart

- Room 114

  - Each Scholar-Activist will have their own desk situated 6 feet apart (both vertically and horizontally) from the next closest Scholar-Activist

  - All desks will be facing the same direction

- Room 115

  - Each Scholar-Activist will have their own desk situated 6 feet apart (both vertically and horizontally) from the next closest Scholar-Activist

  - All desks will be facing the same direction

- Room 116

  - Each Scholar-Activist will have their own desk situated 6 feet apart (both vertically and horizontally) from the next closest Scholar-Activist

  - All desks will be facing the same direction

- **Communal/Shared Spaces**

  - As a co-located school, SJS will have a limited use of shared spaces with Rocketship. Most of these shared spaces will not be used in order to limit and maintain physical distancing and the potential spread of COVID.

    - Main Office/Reception Area

      - In order to promote physical distancing of at least six feet, SJS will use signage and floor decals to usher scholar-activists, families, and other visitors into the building safely and incrementally. In addition, we will have our own reception space on the opposite side of the main foyer to keep visitors separate.

    - Cafeteria

      - The cafeteria will be closed

    - Playground

- ○ **The playground will be closed**

  - ○ **Staff Room**

    - ○ **No more than 4 staff members will be allowed into the staff room at one time.**

    - ○ **The room will be disinfected at 10 AM and 2 PM in addition to staff members cleaning items as they use them (i.e. copiers, Keurig, sink).**

    - ○ **All staff will maintain six feet of distancing at all times and there will be physical distancing stickers on the floor to aid with this. The staff room will be cleaned by the Ops team between uses.**

  - ○ **Accessibility to Sink**

    - ○ **SJS will consider the accessibility of sinks to scholar-activists with disabilities using assistive devices.**

- • ○ **Outdoor Spaces**

  - ○ **Physical education and Recess classes will be held outside, weather permitting and scholar-activists will maintain proper distancing using visual cues (e.g., mark the ground where scholar-activists should stand) and instructions from teachers.**

  - ○ **No interactive activities will be permitted (e.g. basketball, football, soccer)**

  - ○ **SJS would like to host recess outside in order to give its scholar-activists an opportunity to have a break from the classroom space and if/when appropriate remove their masks/face coverings**

  - ○ **Recess will be held indoors if there is inclement weather**

  - ○ **Students who participate in outdoor activities will only do so when interacting with their own group.**

  - ○ **If there is more than one group outside, each group will have more than six feet between them**

- • **Isolation Area**

  - ○ ○ **A well-ventilated area will be available for any student or staff member who exhibits symptoms, such as a fever or a cough until the individual can be safely removed from the facility. The isolation room is a separate designated area within our facility with a safe enough distance from our classrooms and this area will also be separate from the nurse's suite.**

    - ○ **SJS will only isolate one sick individual at a time. If weather permits, SJS will isolate sick individuals outdoors. The sick individual will always be required to wear a mask and will be supervised by an adult member of our leadership team. The supervising adult will also be wearing a surgical mask, face shield or goggles, a coverall with gloves, and will maintain six feet of distance.**

    - ○ **The isolation room will be cleaned and immediately disinfected upon the individual's departure.**

Use of Hallways

SJS will be sharing its hallways with Rocketship PCS. Leadership from both LEAs will be collaborating to ensure that there is minimal traffic in a hallway during any given time and will use the following strategies to ensure that this is the case:

- Assigned Group Restroom Breaks (for both SJS and Rocketship PCS, at separate times)

- Differentiated and Staggered Arrival and Dismissal Times

- Hallway Demarcations to encourage and reinforce 6 feet of physical distancing

- Hallway and transitions instruction for SJS scholar-activists

Hallways will include occupant traffic flow direction markings on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor makers and wall signers will be used as needed to provide direction and instruction for movement.

During transitions, there will be multiple SJS Staff members present to support in maintaining physical distancing and mask-wearing.

3. What have you done to ensure adequacy of ventilation at the school?

Reopening Building After Prolonged Use

If SJS has to close the building for a shutdown for a prolonged period of time, we will ensure that

all building systems, such as ventilation and water systems and features (e.g. sink faucets, drinking

fountains), are safe to use.

Ventilation

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase the circulation of outdoor air as much as possible. In addition, SJS is planning to have air purifiers in each classroom. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as the risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security. Under no circumstances

may fire-rated doors be propped or otherwise left open.

Water System

Prior to reopening after any prolonged shutdown, the building engineer (via Rocketship PCS) will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize the risk of Legionnaires' disease and other diseases associated with water following CDC guidance and as described below:

- **Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers. We will ensure that care will be taken to minimize splashing and aerosol generation during flushing.**

- **SJS' classrooms do not have a direct water system (i.e. sink or faucet); however, we will work with the building engineer to ensure that all water systems that are shared are flushed, according to the recommended guidelines, and that the stagnant water is replaced with new water in the event of a prolonged shutdown.**

  - ○ ○ ○ **The water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.**

- **Additional water using devices, such as ice machines and drinking water dispensers will be flushed in accordance with manufacturers' instructions and undergo any additional cleaning steps if necessary (i.e. removal of old ice).**

4. **Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail,student and staff schedules, arrival/dismissal procedures,plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to providemeals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**
   Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance.

Physical (Social) Distancing

The safety of our teachers, staff, scholar-activists, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

Each SJS classroom will have no more than 12 individuals per room at any given time, with the exception of one additional person (to make 13 individuals) briefly dropping off materials. A typical SJS classroom under Phase 2 would include a maximum of:

- ○ ○ **10 SJS Scholar-Activists**

  ○ **2 SJS Staff (one instructional staff member and one supporting staff member)**

These 10 SJS scholar-activists will be in a cohort together for the entire school day. When they engage in outdoor activities (recess or fitness), they will stay with their same group and maintain six feet of distance if the other cohort is outside at the same time.

Traveling to and from School

SJS Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

- **Walkers: SJS Students, families, and staff who walk to school will be instructed to wear masks and utilize measures for minimizing exposure during their walk to school by:**

- **Maintaining six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.**

- **Standing back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.**

- **Avoiding touching unnecessary surfaces and objects.**

- **When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.**

- **Public Transportation: Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:**

- **Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.**

- **Stand back from gathering points such as intersections to avoid congregating in large groups.**

- **Familiarize and stay current with transit system procedures for the safety of passengers.**

- **Avoid touching unnecessary surfaces and objects.**

- **When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.**

- **Use hand sanitizer after leaving the transit system.**

- **For the remaining distance, scholar-activists will be instructed to follow the above regarding walking to school.**

<u>**Instructional Delivery Plan**</u>

- **Dropping Off: Students, families, and staff who are dropped off at school or who drive will be required to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:**

- **Use hand sanitizer with recommended percent alcohol after leaving the vehicle.**

- **Maintain six feet of distance between others on the sidewalk as they walk up to the school building.**

- **Students will enter the building on a staggered schedule**

- **Staff Non Essential Travel:**

  - ○ **Individuals who have traveled to a high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency.**

  - ○ **Travel to and from Maryland and Virginia is exempt from the Order. The high-risk state list will be posted by DC Health every two weeks on coronavirus.dc.gov. SJS will incorporate questions about recent travel to high-risk states into our daily health screenings of staff, scholars, and visiting related service providers.**

Entering and Exiting School Building

Because we are a co-located community with Rocketship PCS and AppleTree Early Learning Center,

we have agreed to stagger our arrival and dismissal processes in order to keep our populations

distanced from one another.

We will utilize the following guiding principles for our individual arrival and dismissal processes --

- **Consult scholar-activists, families, and staff on the details of the plan.**

- **Stagger arrival and dismissal times to reduce peak student traffic in and out (Cohort A-8:15 and 8:20 Cohort B).**

- **We will use multiple entry points only if we have a Health Screener at each entry point. This will be the method used, in addition to staggering, to avoid long lines and to keep scholar-activists apart from one another**

- **Provide health screening at each entry point.**

- **Use multiple doors, each with a screening station, for entry and exit.**

- **Ensuring the safety and security of all entry and exit points used.**

- **Assigning entry and exit points to scholar-activists by their group that is close to their first and last location of the day.**

- **Mark direction lines (one-way flow of traffic indoors) and six-foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.**

- **Evaluate shelter accommodations to protect scholar-activists in line from the elements (e.g., sun and rain).**
  - ○ **SJS will purchase pop-up tents to aid in sun and rain protection during arrival and dismissal.**

- **Evaluate the safety of outdoor lines related to safety and security threats (e.g., behavioral issues, traffic).**
  - ○ **SJS will have staff outside physically distanced to monitor the health screening line and traffic. When possible, we will be using our car rider line to do the Health Screening, which will also increase the efficiency of physical distancing for scholar-activists, families, and staff.**
  - ○ **Shared Entry/Exit**
  - ○ **All of our campuses have partner schools in the building. We will be coordinating our arrival and dismissal activities as a united team to ensure the safety of all.**

ITEM	EXPECTATIONS
[SIGNAGE](#)	**Expectations are reinforced through signage:** **1. COVID Arrival Procedure Signage (this should be SUPER visible and in several location)** **2. Parking Lot Expectations Signage** **3. Pull up/stop here (not necessarily signage but could be cones)** **4. Walker Health Screening Here Signage** **5. Masks required** **6. Please stay 6' apart!**
STUDENTS & STAFF NOT PERMITTED LIST	**Arrival staff must have a list of Scholar-activists & Staff who can not be on campus and include the approved return date and/or documentation required to return.**
ONE ENTRY POINT	**There should be one point of entry to the campus all day and throughout all systems. This ensures that everyone who enters the building goes through a mask/shield check and a Health Screening.**

HAND SANITIZER STATIONS	- At the one entry point, there are a minimum of 2 hand sanitizer stands (6ft apart) for Students to use after their health screening and before they enter the campus.
PPE CART BACK UP	At least one cart at arrival that is stocked with the following items: - Extra disposable masks - Extra hand sanitizer - Medical Alcohol Prep Pads (in case the thermometer touches someone)
HEALTH "SCREEN TEAM" **Static, trained team**	There are staff, Operations team members, who are assigned to the screening team who have been trained on proper procedures. Any member of the screening team must undergo screening before they screen anyone else. (Number of staff needed will depend on how many scholar-activists per day are attending). Screen team members must be the first to arrive to campus daily. SJS will have a substitute plan for when they are out.
STAFF PREPAREDNESS **This is campuswide (classrooms, hallways, entrances, etc)**	100% of School Staff are wearing: - Mask - Walkie Talkie (Must be assigned to each staff member - NO SHARING) -Stop sign for those directing traffic
HEALTH "SCREEN TEAM" SUPPLIES - 2 Staff minimum at car line - 1 Staff minimum at walker line, if applicable - 1 outside of Front Office for staff	Health screeners (see minimum staff) have: - Non-touch thermometer (1 each) - A mechanism to record folks (staff and students) who do not pass the screening
STAFF ARRIVAL TIME	Health screening for staff will begin daily at 7:35 AM. Staff MUST be screened before entering campus. Each screening will take 1 minute or less.

STAFF HEALTH SCREENING PROCESS **STAFF HEALTH SCREENING PROCESS**	**All staff MUST be screened before scholar-activists begin to arrive.** **1. Contactless temperature check (must be below 100.4 degrees to enter)** **2. If someone has a temperature between 100.0 and 100.4, but no other symptoms, take their temperature again with a different thermometer. If it reads 100.4 or above, may not enter.** **3. Visual inspection (must be following our mask protocols, and not exhibiting any signs of sickness to enter)** **4. Question: "Have you experienced any of the following symptoms in the past two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?" (must answer "no" to enter)** **5. Question: "Have you been in CLOSE contact with anyone who has been diagnosed with COVID" (must answer "no" to enter)**
STUDENT READINESS CHECKPOINT & CART **- 1 staff minimum at the entrance to the car line** **- Disposable masks (adult and child-sized)** **- Cart**	**At the entrance to the arrival car line. Ensures scholar-activists** **have a face covering and any other campus-specific** **requirement (ex. backpack, Chromebook)** **If no mask, ask the parent to roll down the passenger window** **and provide one at a safe distance (i.e. on the cart).** **Have a designated space for the car pull over.**
HEALTH SCREENING AREA FOR WALKERS (if applicable)	**The goal is to have as many families as possible use the car rider line to maintain physical distancing and keep each other safe.** **Designate 1 entrance to campus for your families.** **Mark area with physical distancing markers (6' apart, starting at screening area).** **The screening procedure then occurs as described below.**
SCHOLAR ACTIVIST HEALTH SCREENING PROCESS	**1. Contactless temperature check (must be below 100.4 degrees to enter)** **2. If someone has a temperature between 100.0 and 100.4, but no other symptoms, take their temperature again with a different thermometer. If it reads 100.4 or above, may not enter.** **3. Visual inspection (must be following our mask protocols, and not exhibiting any signs of sickness to enter)** **4. Question: "Have you experienced any of the following symptoms in the**

past two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, or vomiting?" (must answer "no" to enter)

5. Question: "Have you been in CLOSE contact with anyone who has been diagnosed with COVID" (must answer "no" to enter)

- STAFF PROTOCOL:

- A staff member is asked to return home immediately and self-quarantine

-SCHOLAR ACTIVIST PROTOCOL:

SYSTEM FOR TRACKING THOSE WHO DO NOT PASS SCREENING	• **Screener immediately notifies Family Engagement Specialist and Leadership Team via Walkie-Talkie of screening results** • **Scholar-activist is immediately taken to isolation space within the building and escorted by isolationist staff member** • **Family Engagement Specialist immediately calls, texts, and emails scholar-activists primary and secondary parent/guardian/emergency contacts and request someone to pick up the scholar** • **Isolationist staff member will stay with the scholar-activist in the isolation space until authorized person picks them up** • **Operations Team will record screening results and subsequent actions in SJS Screening Log**
PHYSICAL DISTANCING	**If possible to do safely, have scholar-activists open their own car door in the car line. Staff may open car doors if needed, then move back 6 feet to allow scholar-activists to exit. Students will close their own car door.**
PHYSICAL DISTANCING STICKERS FOR CAR RIDERS	**After exiting their car, scholar-activists stand on exterior physical distancing stickers as they walk to the campus entrance.**
SCHOOL LEADER GREETING & MONITORING HAND SANITIZER	**A staff member will greet each child, but with maintaining a physical distance. Staff members can not touch scholar-activists, as they normally would with a handshake, hug, high-five.**
HAND SANITIZER BEFORE ENTERING	**All staff and scholar-activists must sanitize their hands as they enter the building- sanitizer stand-alone dispensers are being ordered for each school**

5. Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21

CAMPUS	and should be placed at the entrance to launch.
MONITOR SCHOLAR-ACTIVISTS ENTERING	100% of scholar-activists are monitored until they get to their classroom (parking lot, hallways, stairwells). They will be monitored by adults who remain physically distant.
SCHOLAR-ACTIVISTS HOME LUNCHES (if applicable)	If a scholar-activist brings lunch from home, make sure they put it in their desk
ARRIVAL PROCESS ENDS WHEN THERE IS A NATURAL BREAK	Although we typically have a hard Arrival end time, during COVID-19 moving fast is not the ultimate goal. Instead, we are focused on ensuring that 100% of scholar-activists and Staff go through the Health Screening and follow physical distancing guidelines to their classroom.
LATE DROP OFF	A member of the Screen Team will be present outside to complete a health screen for families and scholar-activists who arrive late. This screening process will take place outside of the building
MEAL DISTRIBUTION FOR REMOTE FAMILIES	Each morning from 8:30 AM - 9:30 AM: Schools run meal distribution for families not attending the school that day via the car rider line. Needs to be staffed by 1-2 people depending on need. Each family receives one breakfast and one lunch for each student. Schools should make sure to allow additional prep time for staff to have this ready.

SJS's Dismissal Checklist for Reopening

ITEM	EXPECTATIONS
SIGNAGE	Expectations are reinforced through signage: 1. Parking Lot Expectations Signage 2. Pull up/stop here (not necessarily signage but could be cones) 3. Masks required 4. Walker Pick Up Here 5. Please stay 6' apart!
STAFF	- Mask

school year.

PREPAREDNESS	- Face Shield (for those who may be in closer contact with people)
	- Gloves
	- Walkie Talkie (Must be assigned to each staff member - NO SHARING)
	- Headset (Must be assigned to each staff member - NO SHARING)
	- Stop Sign for staff members directing traffic.
HAND SANITIZER STATIONS	There are a minimum of 2 hand sanitizer stands (6ft apart) for scholar-activists to use as they exit campus and walk to their car or their parent.
STAFF PHYSICAL DISTANCING	All staff maintains 6ft distance between themselves and others for the entire system with no congregation or physicalizing evident.
ALMOST ALL FAMILIES USE THE CAR LINE	Carline pick-up only unless extenuating circumstances, this is to help maintain physical distancing to keep all safe.
	Parents will indicate on orientation documentation if they do not have access to a vehicle and need to walk for pick up.
PHYSICAL DISTANCE: WALKER LINE	Parents must wait in a holding area, wear a mask, and stand on physical distancing exterior floor stickers as they wait for their scholar-activists.
SCHOLAR ACTIVIST DISMISSAL EXPECTATIONS	PRE-DISMISSAL BASIC EXPECTATIONS: • Scholar-activists are being monitored by their teachers until they leave the building. • Teachers monitor their scholars as they individually access their lockers to gather items to go home. • All teachers are at a specific duty post if they do not have a class (i.e.) if a teacher does not have a class, their post may be to monitor the hallways to ensure scholar-activists are exemplifying the habits of character.
	- Scholar-activist start Dismissal from their classroom - Walk physically distant to the dismissal area using hallway and physical distancing stickers. - Use hand sanitizer before walking to their car/adult - Follow physical distancing stickers to their car/adult

PHYSICAL DISTANCING STICKERS FOR PEDESTRIANS	Physical Distancing markers are present at all entry/exit & waiting points on the school's campus.
PHYSICAL DISTANCING STICKERS FOR SCHOLAR ACTIVISTS	All Scholar-activists stand on physical distancing stickers while exiting/entering car/parent
PHYSICALLY DISTANT MONITORING (ENTERING/EXITING)	100% of Scholar-activists are monitored until they get to their car/parent.
LATE PICKUP FOR SCHOLARS	In the event that a parent is late to collect their scholar (after 2:45 PM), the parent/guardian MUST call the Main Office directly to alert the Family Engagement Specialist that they are outside. This is the ONLY option for late pick up as parents/guardians are not allowed to enter the school.
	Late pickup officially begins at 2:45 PM. Scholar-Activists will stay inside their designated classrooms until they are picked up. This room will be supervised by one SJS staff member. When the family notifies the Family Engagement Specialist that they are outside, FES will walkie to the staff member who is supervising the Late Pick Up room and ask them to dismiss the scholar-activist outside.

Daily Health Screening

SJS scholar-activists, families, and staff are requested to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.

Health Screening Process:

Any person who enters the building will engage in a health screening by a trained staff member of the SJS Ops team. As an alternative to getting their temperature taken on-site, the Ops team member will also allow those who enter the building to show a photo of a thermometer with a temperature of less than 100.4 degrees and the person has to confirm verbally that the temperature on the photo is accurate.

SJS will use non-contact thermometers when conducting health screens. In addition, the staff members who conduct health screens will use the recommended PPE [face coverings/masks, face shields, and gloves] in order to ensure the safety of all who enter the building.

SJS' screening process for all individuals entering the building [Staff, Students, Service Providers, and Limited Visitors] will include the following. And, all operators who occupy the building, SJS and Rocketship, will use the same process:

1. **Contactless temperature check (must be below 100.4 degrees to enter)**

   - **The EEOC has issued guidance that employers can take employees' temperature (confidentially) to assess whether they have COVID-19 symptoms**

   - **If someone has a temperature between 100.0 and 100.4, but no other symptoms, take their temperature again with a different thermometer. If it reads 100.4 or above, may not enter.**

   - **If COVID prevalence reaches a low enough point in a region, the region could consider stopping temperature checks, while keeping the rest of the screening steps in place**

2. **Visual inspection (must be following our mask protocols and not exhibiting any signs of sickness to enter)**

   - **The signs of sickness include flushed cheeks, rapid or difficulty breathing, fatigue**

3. **Question: "Have you experienced any of the following symptoms in the past two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?" (must answer "no" to enter)**

4. **Question: "Have you been in contact with anyone who has been diagnosed with COVID" (must answer "no" to enter)**

5. **Hand sanitization (must sanitize hands at the stand to enter)**

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- **SJS will group scholar-activists and staff together each day in no more than three classrooms per day**

- **SJS will not host any group activities or large gatherings of scholar-activists, such as assemblies and indoor physical education classes when six feet of distance is not possible.**

- **As opposed to scholar-activists rotating during blocks, SJS has determined that only teachers will rotate between classes. SJS will have limited in-person capacity and it is likely that a single teacher will see no more than two cohorts of scholar-activists per day (10 scholar-activists per cohort; 20 scholar-activists per day).**

- **If we are unable to accommodate all of the scholar-activists, SJS will divide each group into cohorts (Cohort A and B). Students would alternate days for on-site instruction. The cohort that is not on-site will get their instruction remotely.**

- **For the scholar activists that will attend in-person learning, they will maintain 6 feet of distance between one another at every point of the day -- this includes our arrival and dismissal processes.**

- **Each classroom group or cohort (of 10-12 individuals) will spend the entire school day together and will not interact with scholar-activists from other cohorts unless there is push-in or pull-out for specialized instruction. This pull-out will happen as needed based on a scholar-activists' IEP and will be physically-distanced. Teachers will clean and sanitize the tables and desks of scholar-activists who are pulled out for specialized instruction after they leave the classroom.**

- To the maximum extent appropriate, SJS will maintain consistency of dedicated student support staff when grouping scholar-activists.

- To the maximum extent appropriate, SJS will maintain a single set of related service providers designated to each student group, including for the delivery of services inside and outside of the general education setting.

- If we are unable to maintain a single set of related service providers, SJS will provide the necessary PPE to each service provider for them to wear during the administration of their services.

- SJS will assign one administrator to each cohort while we are physically in the building. The administrators will not mix with any other cohort.

- SJS will also hold all staff meetings virtually. If we cannot hold a meeting virtually, we will transition to an outdoor space that allows us to maintain six feet of distance, weather permitting.

- When grouping scholar-activists, SJS leadership will make determinations as to the grouping in consideration of scholar-activists' IEP and least restrictive environment (LRE). We will consider the IEPs and 504 Plans of each student to determine how we will implement the accommodations and modifications required in the IEP or 504 plan necessary to implement service delivery within the health and safety guidelines.

- Some Scholar-activists with disabilities who receive related services through a group methodology will receive alternative service delivery methodologies consistent with the service needs prescribed in the IEP when designing student grouping.

In School Dining

As mentioned above, the SJS cafeteria will be closed and all meals will be served in classrooms for the 2020-2021 school year. SJS will use individually pre-packaged lunches, including plasticware, napkins, and seasonings provided by **Revolution Foods**.

Meal Distribution

- SJS will provide meals (breakfast and lunch) to families participating in distance learning upon request. This curbside meal pickup will take place between 8:30 AM and 2:30 PM on Mondays and Thursdays of each week.

- For our in-person scholars: all meal distribution, eating, and waste collection will occur with six feet separation and will occur with physically distanced processes (food pick-up one-by-one, food disposal one-by-one).

- SJS will use pre-packaged meals, including silverware, napkins, and seasonings by **Revolution Foods**. The pre-packaged meals that we've selected for our school year menu do not contain any common allergy ingredients (such as peanuts, diary, etc).

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.

- Staff will wash hands before and after preparing food, and after helping children to eat, if applicable.

- Teachers will clean and sanitize all desks, tables, and chairs before and after the meals. (note: there will be two teachers in each classroom for scholar-activists who are engaging in on-site learning).

- There will not be any food preparation booths, self-service stations for salads/fruit, or sampling of food.

- All food products will be protected from contamination by limiting student contact.

- Any meals that we receive from Revolution Foods that are not shelf stable will be placed in a refrigerator within two hours and stored under 41 degrees Fahrenheit. It will be reheated to 165 degrees Fahrenheit before consumption.

Meal Service

- For our meal services, SJS will only use disposable food service items (e.g., utensils, dishes)

- Any individuals who are doing meal distribution will wash their hands after removing their gloves or after directly handling used food service items.

- If food is offered at any family event, SJS will have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal.

- SJS scholars may bring lunches from home. Our teachers will ensure that each student's belongings such as lunches are separated from others' and in individually labeled containers, or areas.

- In addition to identifying individual lunch bags, communication with families about cleaning items brought from home will also occur weekly via our newsletter.

Recess/Breaks

SJS will hold recess and/or outside playtime, tentatively on the deck, and will maintain physical distance between scholar-activists outside, including staggering groups and dividing space outside as needed. SJS will create a school-wide schedule (Scholar-Activists will have 30 minutes to eat lunch and 30 minutes for indoor/outdoor recess) to ensure scholar-activists have outside time. Scholar-activists will not be able to play on the playground equipment but will have physically distant spaces to play individually in, as the schedule permits. Some of the elements of this plan include:

- SJS scholar-activists will maintain 6 feet of distance from one another during recess or other outdoor activities

- Each SJS cohort (of 10 Scholar-activists maximum) will be separated by 6 feet

- If recess cannot happen outdoors (due to inclement weather or otherwise), it will take place indoors using a virtual platform which will include online games, enrichment opportunities, and a monitored chat function. This virtual platform will also be available to scholar-activists learning from home as

well.

SJS scholar-activists will be monitored by the SJS Operations and Leadership team during recess. Additionally, SJS will have an unique and separate recess time from Rocketship in order to minimize the number of scholar-activists occupying the same space.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify our program to adhere to the following:

- No after school activities will take place on campus. All of SJS' after school activities will take place virtually.

- There will be no athletic programs until DC transitions into Phase 3

- There will be no field strips, student assemblies, special performances or school-wide meetings.

- Staff members will not attend conferences that are not at the school

- SJS will revise its process for receiving mail and packages. SJS staff will only have necessary items delivered and combine orders so fewer deliveries are made. Also, SJS staff will routinely clean and disinfect packages.

Preventing a Vaccine-avoidable Outbreak

All scholar-activists who participate in on-site learning at SJS will be required to be fully vaccinated according to CDC and DC Health standards. SJS will fully implement **the Immunization Policy for In-Person Attendance**.

Prior to the start of school, SJS will implement its procedure for reviewing immunization compliance and identify and notify non-compliant families. All families who are noncompliant will be removed from in-person instruction after the 20-school day period. Scholar-activists who are removed from in-person instruction will receive their instruction remotely. SJS will follow DC's, No shots, no on-site school protocol.

If it is determined that a scholar-activist has been unable to get vaccines, the SJS Operations team will coordinate with the school nurse (if assigned) to support the student in getting an up-to-date screening. SJS will use **the following list** as a resource to identify immunization providers for families. The school will provide all families with the following **required immunization forms**.

For the 2020-21 school year, scholar-activists who have a health form on file from the prior school year (i.e., those who were enrolled in any District public or public charter school that participated in School Health

Services Program in School Year 2019-20) will be granted an extension to submit their Universal Health Certificate (UHC) and Medication and Treatment Authorization Forms, by Nov.2, 2020 to meet this annual requirement. Oral Health Assessments (OHAs) must be submitted by Jan. 31, 2021.

Scholar-Activists who do not have a health form on file (i.e., those were not enrolled in any District public or public charter school in the 2019-20 school year, and those who are newly enrolling in a District public charter school that does not participate in the School Health Services Program) must submit health forms by the first day of school. Expired health forms will be accepted for the start of school, but unexpired health forms must be submitted by November 2, 2020, to meet this annual requirement.

Non-medical (Cloth) Face-coverings

Students are required to wear cloth face coverings during the entire school day EXCEPT in the event of a medical or developmental contraindication.

All school staff will be required to wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to scholar-activists and families. If any staff member or approved visitor has a contraindication to wearing a face covering, either medical or otherwise, they will not participate in in-person school activities.

Scholar-activists and families are required to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. All scholar-activists will be required to wear face-covering when in the hallways, bathrooms, or other communal spaces within the facility.

Instances when face coverings need to be worn:

- SJS scholar-activists attending school in-person will be required to wear face coverings (masks) at all times, including the following:

    - In class during instruction

    - During specialized, small-group or individual instruction

    - During transitions in the hallway

    - When visiting the nurse's suite or using the restroom

    - En route to school or home when using public transportation

- All visitors will be required to wear a face-covering on the school grounds and inside the school building at all times. Visitation will be limited during Phases 1-3 to the following individuals:

    - Specialized Instruction Service Providers

    - Parents/Guardians and Advocates of Scholar-Activists with specialized needs

Instances when face coverings do not need to be worn:

- **By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;**

- **When actively drinking or eating a meal**

- **By children younger than 2 years of age**

- **When engaged in activities in which there is a risk of burn or injury from the use of a face-covering—such as chemistry labs with an open flame**

- **When outdoors but not participating in physical activity, face coverings must continue to be worn**

- **When in an enclosed office that no one else is permitted to enter**

- **When participating in physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible.**

- **Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with scholar-activists with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.**

The following procedures will help ensure the safe use of clean cloth face coverings:

- **Staff and scholars wearing face coverings will bring multiple clean coverings each day. SJS will also have a surplus supply of face coverings available to staff, students, and visitors in the event they forget or soil their face covering.**

- **SJS scholars and staff will exercise caution when removing the covering, always store it out of reach of other students, and wash hands immediately after removing it.**

- **Face masks that are taken off temporarily to engage in any of the aforementioned activities should be carefully folded. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.**

- **Face masks should be stored in a space designated for each student that is separate from others when not being worn. They can also be placed next to the scholar on a napkin (the teacher will instruct the scholar to clean the surface with a disinfectant wipe once the mask is removed from the napkin).**

- **All SJS scholar masks will also be clearly identified with their names or initials, to avoid confusion or swapping. They may also be labeled to indicate top/bottom and front/back.**

- **As much as possible, school staff will prevent scholars from playing with their or others' face coverings and ensure they are removed and stored safely.**

- **Additionally, scholars and staff will be instructed to speak more loudly, rather than remove their face covering, if speaking in a noisy environment.**

Hygiene

SJS will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of

disease, including COVID-19.

School-wide Hygiene: SJS will work with BusyBee, the campus' janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment. Additionally, SJS will take the following precautions:

- Administer a health-screener for all individuals entering the school.

- Ensure that all health screen materials are properly cleaned.

- In conjunction with Rocketship and BusyBee, ensure that adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.

- Provide all scholar-activists with their own materials in designated and labeled bags or bins.

- Ensure that all scholar-activist belongings are separated and stored in designated areas (e.g. locker, cubby, bin).

- Assign all scholar-activists with their own individual electronic devices (Chromebooks), which they will keep for the duration of the school year.

    - ○ If a scholar-activist needs a replacement device, they will receive a temporary, sanitized device

- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.

- Encourage staff and scholar-activists to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

- Ensure that Drinking fountains will not be used other than to refill individual bottles.

    - ○ Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing.

        - ○ If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.

- ○ ○ Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Sanitizing stations will be set by the building entrance/exit.

    - ○ Scholar-Activists will wash or sanitize their hands when both entering and exiting a classroom or between activities.

    - ○ SJS Staff will enforce a "you touch it, you take it" policy for classrooms, food school-provided meals and supplies.

Hand Washing and Hand Sanitization

At the beginning of the school year, SJS will explicitly teach its scholar-activists the following hand washing strategies **recommended by CDC**, which will be implemented for the duration of the school year:

- **Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.**

- **Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.**

- **Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.**

- **Rinse your hands well under clean, running water.**

- **Dry your hands using a clean towel or air dry them.**

SJS scholar-activists and staff will be instructed to wash their hands during the following key instances:

- **Before and after eating meals**

- **Before and after using the toilet**

- **Before and after putting on, touching, or removing cloth face coverings or touching one's face**

- **After blowing one's nose, coughing or sneezing**

- **Entering and exiting a classroom or between activities.**

Schoolwide Hygiene Supplies

In order to ensure that we have an adequate amount of supplies (i.e. soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices, we have purchased enough hygiene supplies that will be stored in all of our classrooms, bathrooms, and offices. We are also prepared to set up sanitizing stations outside of the common spaces that will be frequented by scholars, staff, and visitors (the foyer, main office, entryway, and exit)

In addition to having an adequate amount of schoolwide hygiene supplies, SJS will also ensure that we purchase a sufficient amount of classroom supplies in order to minimize the sharing of high touch materials (e.g., avoid sharing electronic devices, toys, books, learning aids; assign each student their own art supplies or equipment).

When shared supplies must be used, we will limit the use of supplies and equipment to one group of children at a time and clean and disinfect between uses. We will adhere to the following procedures in order to promote safe usage:

- **Keep each scholar-activists belongings separated from others' and in an individually labeled container, locker, or area.**

- **Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.**

Water Fountains

SJS will strongly encourage all staff and scholar-activists to bring their own water bottles. SJS will strongly encourage staff members to refrain from using water fountains. SJS will provide small pre-packaged water bottles to scholar-activists upon request.

In the event that an individual needs to use one of our purified water stations, disinfectant wipes are placed on top of each water station and it will be required for the individual to wipe down the water station before and after use.

Coughing and Sneezing

SJS will explicitly teach scholar-activists how to safely blow their nose and cough to reduce the spread of droplets. Scholar-activists will be taught how to sneeze directly into a tissue, discard the tissue immediately and to use the handwashing strategies listed above.

High-risk Individuals

SJS will notify all families and staff that DC Health recommends that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school.

This includes, but is not limited to, people with:

- Cancer

- COPD (Chronic Obstructive Pulmonary Disease)

- Serious heart conditions

- Immunocompromised state from a solid organ transplant

- Obesity (Body Mass Index (BMI) of 30 or higher)

- Sickle cell disease

- Type 2 Diabetes Mellitus

- Chronic kidney disease

Any student or staff member who has a medical condition not listed but who is concerned about their safety is recommended to consult with their healthcare provider before attending in-person activities. However, SJS will not require a written clearance for such individuals in order to participate in on-site learning opportunities. Consideration may also be made for live-in family members of scholar-activists or staff at high-

risk.

Exclusion or Dismissal from On-site Learning

SJS will adhere to the following exclusion and dismissal criteria:

Scholar-Activists and staff must stay home or not be admitted if:

- **The scholar-activist or staff member has had a temperature of 100.4 degrees or higher or any of the symptoms listed in the daily health screening section (on page)**

- **Any member of their household is confirmed to have COVID-19, or**

- **Any member of their household is awaiting COVID-19 test results.**

    ○ **Answer yes to any of the health screening questions (also found on page 4, 12, or 13**

- **The scholar-activist, staff member, or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.**

Scholar-activists or staff with pre-existing health conditions that present with specific COVID-19 like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

If a scholar-activist or staff member reports any of the above symptoms or exposure or is confirmed to have COVID-19, the scholar-activist or staff member must not return to school until:

- **72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND**

- **at least 10 days after symptoms first appeared, whichever is later; OR a negative COVID-19 test result**

- **They have been cleared to return per their healthcare provider following DC health instructions.**

If any scholar-activist or staff member has been in close contact with a person who is positive for COVID-19, then the scholar-activist or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period of 14 days without becoming symptomatic or diagnosed with COVID-19.

If any scholar-activist or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the scholar-activist or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should immediately begin a self-quarantine and seek

guidance from their healthcare provider or DC Health.

Dismissal Criteria: If a scholar-activist or staff member develops a fever or other signs of illness, the school will follow the above exclusion criteria regarding the exclusion and dismissal of scholar-activists and staff.

- For scholar-activists, SJS will immediately isolate the scholar-activist from other scholar-activists, immediately put on a cloth mask, notify the student's parent/guardian of the symptoms and that the scholar-activists needs to be picked up as soon as possible, and ask the family to seek advice from the medical provider.

- Identify a staff member to accompany the scholar-activist to the isolation room; this staff member will wear PPE (mask, face shield, coverall, and gloves)

- Immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.

- For staff, the school will send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a scholar-activist's temperature at any point, they will follow CDC guidelines to do so safely, including the use of Personal Protective Equipment (PPE).

SJS Leave Policies for COVID-19

SJS' Leadership Team will learn about and inform our staff about COVID-related leave provided through new federal law, the Families First Coronavirus Response Act (FFCRA) and all applicable District law relating to sick leave. From there, we will implement leave policies that are flexible and non-punitive and allow sick employees to stay home. The leave policies will account for the following:

- Employees who report COVID-19 symptoms

- Employees who were tested for COVID-19 and test results are pending

- Employees who tested positive for COVID-19

- Employees who are a close contact of someone who tested positive for COVID-19

- Employees who need to stay home with their children if there are a school or childcare closures, or to care for sick family members

In addition to these leave policies, our leadership team will remain abreast of current law, which has amended both the DC Family and Medical Leave Act and the DC Sick Leave Law and created whole new categories of leave, like Declared Emergency Leave.

Exposure Reporting, Notification, and Disinfecting

Exposure Reporting

To ensure a clear and efficient process for communication, SJS has identified Reginald Galloway as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are

followed in the event of a confirmed case of COVID-19 for SJS staff and scholar-activists, and members of their households. In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through this **online form**.

Reginald Galloway

Director of Operations

reginald@thesocialjusticeschool.org

240-305-9291

SJS COVID-19 Notification Procedure:

Step 1: Report to DC Health Department

SJS will follow existing procedures for reporting communicable diseases. In the event of a confirmed case of COVID-19 in a scholar-activist, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via **this link)**.

SJS will also notify DC Health by emailing coronavirus@dc.gov with the following information:

• **"COVID-19 Consult" in the email subject line**

• **Name and direct phone number of the best point of contact for DC Health to return the call**

• **Short summary of incident/situation**

SJS will follow-up with an investigator from DC Health within 24 hours to all appropriately submitted email notifications. SJS will communicate and follow DC Health's Decision on the timeline of exclusion and any other responses to a COVID-19 exposure will be determined by DC Health.

Step 2: Communication to Families and Staff

SJS will immediately alert our families and staff of a COVID-19 case. SJS will have communication protocols in place to protect the privacy of individuals and adhere to all required FERPA/HIPAA laws. This communication will include:

- **Notification to those staff and families of scholar-activists in close contact with the individual and will state the requirement to quarantine for 14 days; and**

- **Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.**

- **Families will receive an email, automated phone call, and text notification. This communication will include:**

  ○ **Education about COVID-19, including the signs and symptoms at coronavirus.dc.gov**

  ○ **Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at coronavirus.dc.gov**

  ○ **Information on options for COVID-19 testing in the District of Columbia, available at coronavirus.dc.gov/testing.**

SJS will also communicate the positive case with Rocketship and Appletree Leadership, who will in-turn notify their key stakeholders.

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

In the event of a confirmed COVID-19 case in a scholar-activist or staff member, SJS will immediately close the room(s) in which the COVID-19 positive individual was once all scholar-activists in that group have exited that room. Scholar-activists in the same cohort will be moved to an available room and the former classroom will be locked. SJS Staff will notify Busy Bee immediately and request an immediate deep-cleaning of the affected space in accordance with cleaning, disinfection, and sanitization guidance from the CDC, linked [here](#):

- **If seven days or fewer have passed since the person who is sick used the facility, SJS will follow these steps:**

  ○ **Close off areas used by the person who tested positive.**

    1. 1. **Note: If it is determined that the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, SJS will close, clean, and disinfect spaces used by the positive individual after the scholars and staff in those spaces leave for the day.**

  ○ **Open outside doors and windows to increase air circulation in the areas.**

  ○ **Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.**

  ○ **Once the 24 hour wait period has expired, our cleaning vendor Busy Bee will clean and disinfect all areas used by the person who is affected -- such as classrooms, bathrooms, and common areas.**

- **If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.**

In the instance of a confirmed positive COVID-19 case, SJS would take the following steps:

1. **Close for deep cleaning for three school days. If the positive case falls on a Thursday or Friday, SJS would monitor the situation and attempt to reopen on the following Monday.**

2. **Require all individuals in close contact with the COVID-19 positive individual to self-quarantine for 14 days as recommended by the CDC.**

Return to School Criteria

The table below identifies the criteria that SJS will use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation from a healthcare provider of alternate diagnosis; (4) close contact of an individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

Scholar or Staff Member with:	**Criteria to Return**
	Note: Criteria below represent standard criteria to return to care. In all cases, individual guidance from DC Health or a healthcare provider would supersede.
	SJS will require the individual to seek healthcare guidance to determine if COVID-19 testing is indicated. If an individual is tested:
	• If positive, see #2.
	• If negative, see #3.
	• Individuals must quarantine while awaiting test results. If an individual does not complete the test, must:
	• Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
	• Meet symptom-based criteria to return:
COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)	• At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
	• At least 10 days from symptoms first appeared, whichever is later Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.
	If symptomatic, may return after:
Positive COVID-19 Test Result	• At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND
	• At least 10 days after symptoms first appeared, whichever is later

○ **Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.**

If asymptomatic, may return after:

- **10 days from a positive test, In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.**

Negative COVID-19 Test Result After Symptoms of COVID19

OR

Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)

May return when:

- **Meet standard criteria to return after illness.**

  ○ **NOTE: Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14 days.**

May return after:

- **14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health If the close contact is a household member**

- **Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact.**

- **If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later).**

Close Contact of Individual with Confirmed COVID-19

Negative COVID-19 tests during this period would not shorten the quarantine period of at least 14 days.

Travel to High-Risk State or Country, as Defined by DC Health

May return after:

- **14 days from return or arrival to the District of Columbia Negative COVID-19 test during this period would not shorten the quarantine**

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For scholar-activists learning both on-campus and remotely, the materials will be available to the student during designated times throughout a number of school days (the week of 8/24). For scholar-activists who are unable to travel to school, the materials will be dropped off at the student's residence. The scholar-activist and family will sign an agreement to take care of the materials and follow school behavior policy.

Items assigned to each student.

- **All classes: Chromebook, hotspot (if necessary), and a pack of 10 no.2 pencils**

- **English: Reading books for independent, group, or class reading, notebook, etc.**

- **Science: lab materials, gloves, face conversing, etc.**

- **Math: Calculator, compass, etc.**

- **History/Social Studies: Reading and research materials**

- **LDT: colored pencils, paper, watercolors**

Oversight of Before and After and Extracurricular Activities

SJS will not offer Before Care while in Phase 2. All Aftercare activities will only be offered online.

Providing Personal Protective Equipment (PPE)

SJS will provide face masks for all scholar-activists, staff, and visitors. In addition, SJS will provide sterilized containers to hold their supplies and personal belongings. Operation staff members who are conducting temperature checks will receive gloves, coveralls, and face shields.

- **Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
- **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learningenvironment (independent learning that takes place without real-time input from the teacher);**

- Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
- Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

PURPOSE STATEMENT:

This plan describes how SJS will meet its mission, goals, and student academic achievement

expectations as set forth in its charter agreement

The plan provides scholar-activists, families, staff, DC PCSB, and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all scholar-activists, including scholar-activists who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

DESCRIPTION:

Instruction at SJS will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for scholar-activists when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and scholar-activists due to an acute outbreak or citywide declaration. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, with synchronous breaks for lunch, "recess" and socializing.

The following options are available to families enrolling in SJS for the school year 2020-21. School Schedule Options: On-site, Remote Synchronous, Remote Asynchronous. Families must choose an option by August 7, 2020. On a quarterly basis and based on availability, families may change their option from Remote to On-Site via a quarterly learning survey.

Table of Contents

- **School Schedule Options**
  - **On-site**
  - **Remote Synchronous**
  - **Remote Asynchronous**
- **Instruction**
  - **Instructional Model**
  - **Types of Learning**
  - **Learning Management System**
  - **Meeting Platform**
  - **Instructional Materials**

- ○ **Personnel**

- ○ **Learning Modes**

- ○ **Community Building**

- **Professional Development**

- **Timely Intervention**

- **Continuous Improvement**

- **Scheduling for the Future**

On-site

This option is open to all scholar-activists whose parents are emergency workers or who otherwise determine that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, scholar-activists with disabilities, scholar-activists experiencing homelessness, scholar-activists whose parents are essential workers, and English learners. In this option, the student will attend in-person synchronous learning up to four days a week and asynchronous learning one day a week. They will be under adult supervision five days a week. All lesson plans, tasks, and assignments will be non-contact. This means that teachers will provide instruction through the learning platform (Google Classroom) and assignments will be completed digitally. Teachers will interact with scholar-activists through the learning platform when they are on-site.

Remote Synchronous

This option is for scholar-activists who are immune-compromised or who have a family member who is immune-compromised or whose family would prefer that the child not attend school in-person. In this option, the scholar-activists may experience learning from home four days a week via synchronous learning and one day a week with asynchronous learning. The learning may not require the student to be logged onto the computer but rather engaging in activities at the same time as their peers on-site.

Remote Asynchronous

For scholar-activists who are unable to attend synchronous learning when remote. This type of learning allows for weekend learning, when families may be more able to support scholar-activists. Scholar-activists will be able to access content teachers for pre-determined and communicated office hours throughout the school week. At SJS, all lessons will be recorded. Recorded lessons and assignments will be sent out twice per week via email.

	Monday	Tuesday	Wednesday	Thursday	Friday
On Site	Structured schedule of activities with adult supervision	Structured Schedule of activities with adult supervision	Activities to be completed	Structured schedule of activities with adult	Structured schedule of activities with adult

			by end of school day with adult supervision	supervision	supervision
Remote Synchronous	Structured schedule of activities	Structured schedule of activities	Activities to be completed by end of school day	Structured schedule of activities	Structured schedule of activities
Remote Asynchronous	Activities to be completed by end of school week	Activities to be completed by end of school week	Activities to be completed by end of week	Activities to be completed by end of school week	Activities to be completed by end of school week

Instruction

Instructional Model

SJS will begin the 2020-2021 SY with virtual learning. This means that the majority of scholar-activists will not return to the building when our doors open on August 31. While most of our instruction will be virtual, we will offer limited on-site learning for scholar-activists whose parents are essential workers, scholar-activists who receive specialized instruction, scholar-activists who are experiencing homelessness, and scholar-activists who are significantly disengaged during virtual learning. We made this decision because of our commitment to social justice. We heard from our most marginalized families that there is a real concern about the quality of instruction that occurs at home due to a variety of factors, including systematic oppression. Our commitment to social justice compels us to offer on-site learning to our scholar-activists who are often left at the margins.

Scholar-activists who are on-site will attend school for two or four days. All scholar-activists will engage in virtual learning on Wednesday to ensure that the building is closed for deep cleaning.

Types of Learning

Scholar-activists will engage in remote synchronous learning for approximately 4.5 hours per day. The remote synchronous learning will include both live instruction and guided instruction. Students will engage in remote asynchronous learning for approximately 1.5 hours per day. The remote asynchronous learning will include live office hours where scholar-activists can receive additional coaching and support. In addition, scholar-activists will have tasks that they can complete on the different learning platforms (I-Ready and Dreambox) during remote asynchronous learning. Content teachers will provide live direct instruction to the scholar-activists on-site and remotely simultaneously. Content teachers will record all of their lessons and these lessons will be available for scholar-activists and families.

Learning Management System

SJS will use Google Classrooms as its primary Learning Management System (LMS). Teachers will create and assign tasks that will be completed by scholar-activists in Google Classrooms. Students will be able to

track their grades and assignments within the platform. All Chromebook devices will be formatted to access Google Classrooms.

Meeting Platform

SJS will use Zoom as its meeting space. Students will receive a unique log-in and password for each class.

Instructional Materials

SJS will use a combination of printed and online materials. A breakdown of our instructional materials can be found in the chart below.

Content	Materials
ELA	**Learn Zillion EL ELA**
Math	**Learn Zillion Math**
Science	**Amplify Science**

Liberation Design Lab Teacher Created Curriculum and Materials

Personnel

Regardless of whether scholar-activists are on-site or remote, the amount of time, dedication, and support a teacher provides their scholar-activists will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided the role of "teacher" into two roles: Crew Leader and Content Teacher.

- Crew Leader: The crew leader is the adult responsible for a group of scholar-activists who, together, will be considered a "crew" Each day, the crew leader will see some of their class on-site (the number depending on city guidance) and some remotely. Crews meet each morning at the start of the school day and have various checkpoints throughout the day. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the "touchpoints" that will be used.

- Content Teacher: The teacher is the content area expert responsible for ensuring that scholar-activists are learning. While a content teacher may also be a community leader, they may need to roam (physically and/or electronically) into other communities to provide content-rich instruction. The content teacher's primary responsibility is to ensure that content will be delivered remotely and in-

person with equal success and be differentiated for all learners. Content teachers will provide direct instruction to the scholar-activists on-site and remotely simultaneously. Content teachers will record all of their lessons and these lessons will be available for scholar-activists and families. Remote Learning Content teachers will be responsible for providing instruction to 3 sections of scholar-activists. On-site Content teachers will be responsible for providing instruction to 3 sections of scholar-activists. Student class sizes will not exceed 12 scholar-activists, pending health guidance, for on-site learning, and 15-20 scholar-activists for remote learning.

- **Engagement Specialist:** There is one engagement specialist assigned to 3 classrooms (65 scholar-activists). The person will supervise classrooms on a rotating basis to allow the community leader to take scheduled breaks throughout the day. For remote learners, the engagement specialist will assume responsibility for the scholar-activists showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap-around services, content), and triage support for the student as needed.

Learning Modes

- **Synchronous learning with Content Teacher (SL w/CT):** When remote, this instruction is conducted via a platform in which student(s) and the teacher are interacting directly with one another. Instruction may be given via direct instruction or with scholar-activists working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room; however, they will use the same format, Zoom, and Google Classrooms, for all of their instruction and interaction. When remote, this instruction includes the teacher and student(s) using the same format, Zoom. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.

- **Asynchronous learning with Content Teacher (ASL w/CT):** This instruction requires the teacher to prepare learning that can be accessed any-time, any-where. The student would need access to a pre-recorded lesson in which the teacher provides instruction. If on-site, this instruction will still be provided through the learning platform, Zoom and Google Classrooms. When remote, the lesson can be accessed by the devices and hotspots that are provided by SJS. All families will be provided a Chromebook. Students whose internet is not stable will be provided with a hot spot and internet connectivity.

- **Synchronous learning without Content Teacher (SL w/o CT):** Instruction takes the form of tasks that scholar-activists will be expected to do to engage in learning. One way to think about this type of instruction is "Guided Practice." Tasks will involve completing an on-line activity, an on-line assignment, and reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task, through the learning platform, under the supervision of their crew leader. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or "chat". If the crew leader happens to also be the content teacher assigning the work, support will be provided through the learning management system. If the crew leader is not the content teacher, the content teacher may provide support in the same manner as for scholar-activists learning remotely, per the school's Technology Plan.

- **Asynchronous learning without Content Teacher (ASL w/o CT):** This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor will it be too easy for them. The teacher will expect the work to be

completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their community leader may be providing instruction to another cohort of scholar-activists. Homework also fits into this category. Each content, see SJS schedule, has work time allotted for this kind of work. To ensure that the work is completed each day and scholar-activists are engaged and progressing, assignments will be collected daily and will be used to measure attendance. (See attendance policy for further details.) The product of these work blocks are often referred to as "exit tickets". Exit tickets will be completed through Google classrooms. Regardless of the product, it will be collected through Google Classrooms. In addition to exit tickets, scholar-activists will complete assignments through I-Ready and Dreambox.

Community Building

- **Synchronized community building with Crew Leader (SL w/CL): Planned learning breaks to promote student socialization. Activities that can be done with the crew leader or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the scholar-activists.These activities will sometimes take place in-person. If remote, these activities will take place through the learning management system. SJS will have a series of student joy and wellness events that will occur through the learning platform or in person. In-Person, this might look like a single cohort Community Circle and virtual dance parties. Students at home will also participate in these types of events through the learning platform.**

- **Asynchronized community building with a Crew Leader (SL w/CL): Adult-directed activities to build community, such as group projects, partner work, and other opportunities for scholar-activists both on-site and remote to connect with one another in informal ways.**

- **Synchronized community building without a Crew Leader (SL w/o CL): Planned breaks will include activities scholar-activists can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that scholar-activists can engage in while the teacher is not necessarily able to provide instruction. When on-site, the community leader would supervise the community building. However, the community building would be done through the learning platform. For remote learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.**

- **Asynchronized community building without a Crew Leader (SL w/o CL): To accommodate arrival and dismissal, lunch periods, and other breaks for on-site community learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the hour-long arrival block, lunch, and dismissal block when learning remotely. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that scholar-activists may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.**

Professional Development

Over the summer, content teachers will receive training on the LMS, LearnZillion, Google Classrooms, I-Ready, and Dreambox for remote learning. In addition, teachers will be trained on implementing the following curriculum: **Expeditionary Learning Literacy Curriculum**, **Illustrative Math**, **Amplify Science**. This

PD will be provided by EL Education, CenterPoint and LearnZillion, I-Ready and Dreambox. Additional PD will be provided by the Principal and Director of Student Support Services.

The training will focus on building community, content delivery, creating learning targets, engagement, and checking for understanding. In addition, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote or in-person. Teachers will also support one another and collaborate on Wednesdays. On Wednesdays, all staff members will receive professional development and are given time to collaborate and develop intervention support plans for scholar-activists who show signs of disengagement. Every day, the Content Teacher will have time built into the instructional day to work with special education providers/Director of Student Support Services and English language specialists.

Additionally, formal instruction will end each day by 2:00 pm and the teacher's workday will end at 4:45 pm. Each day, teachers and community leaders will have access to the IT department, Student Support Team, and Principal to troubleshoot issues that occur both on-site and remote.

Timely Intervention

By using a student support and social worker, the teacher will get weekly reports on each of their scholar-activists to supplement the information they are gleaning from formative assessments. When needed, the social worker will contact the family daily to determine if a student is disengaging and why. The student support, Crew leader, content teacher and social worker will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning. Students will get an individualized plan that includes interventions related to their specific needs. Teachers, Crew Leaders, Social Worker and Student Support Team will monitor the implementation of these plans and adjust accordingly.

Continuous Improvement

SJS will be in operation for 180 days. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned quarter start date (Q1-8/32, Q2-10/28, Q3-1/22, Q4-3/2) except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will try to accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. Families who seek to change their schedule will meet with their Crew Leader and the Principal. In this meeting, families will be taught the explicit routines and procedures that are required for in-person learning.

For the first six weeks, SJS will meet once a week to analyze student data and adjust our plan. After the first six weeks, SJS will transition to meeting bi-monthly. The school will engage in a school-wide data analysis of

student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth. In addition, SJS will do 3 quarterly Data Analysis and Planning meetings to reflect on BOY, MOY, and EOY standard level data. Lastly, teachers will meet with their supervisor bi-weekly to review exit-ticket data and create re-teach plans to close potential gaps that were discovered during the data meetings.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, scholar-activists, who have shown the least engagement whether by attendance or work product, will be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule.

All scholar-activists will take a social-emotional learning assessment three times per year. SJS will use the Panorama assessment. Based on the results, modifications will be made to the learning plan for cohorts or individual scholar-activists.

Scheduling for the future

The mayor announced that there are three phases to reentry. There is no timeline for when DC might transition into Phase 3. However, if the conditions are optimal for a return to in-person learning, SJS is prepared to support that transition. SJS would use a phase-in approach to in-person learning. This means that groups of scholar-activists would have a staggered start time to ensure that our scholar-activists are getting a quality educational experience that is rooted in social justice and that they are safe. SJS would implement all CDC guidelines in the event that the city transitions into in-person learning.

SJS Sample Classroom

- **25 scholar-activists**
    - **(Demographics)**
- **3 Students who receive specialized instruction,**
- **1 English learners,**

Based on parent survey results and follow up conversations, for quarter one (August 31-October

27), the scholar-activists will attend as described below:

- **21 Remote**

- **4 On-site 1 student who receives specialized instruction, 1 student who is experiencing homelessness, 2 scholar-activists whose parents are essential worker)**

On-site / Remote for Phase II Reopening:

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
On-site	4	4	0	4	4
Remote	21	21	0	21	21
Total	25	25	0	25	25

On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for scholar-activists who show signs of disengagement. Students who are on-site on Wednesdays will meet in their assigned group with an adult, who may not be the Crew Leader.

Sample Schedule: Monday, Tuesday, Thursday, Friday

	KWAME TOURE	**BAYARD RUSTIN**	**ANNA COOPER**
	PERSONAL MEETING ROOM	**PERSONAL MEETING ROOM**	**PERSONAL MEETING ROOM**
TIME	**5A-TURE**	**6S-RUSTIN**	**6J-COOPER**
8:30	**CREW**	**CREW**	**CREW**
9:00	**ELA**	**MATH**	**LDT***
9:30	**ELA-WORK TIME**	**MATH-WORK TIME**	**LDT WORK TIME**
10:00	**MATH**	**LDT***	**ELA**
10:30	**MATH WORK TIME**	**LDT WORK TIME**	**ELA WORK TIME**

11:00	**ELA POWER**	**MATH POWER**	**SCIENCE**
11:30	**MATH POWER**	**SCIENCE**	**ELA POWER**
12:00	**LUNCH**	**LUNCH**	**LUNCH**
12:30	**RECESS**	**RECESS**	**RECESS**
1:00	**LDT***	**ELA**	**MATH**
1:30	**LDT WORK**	**ELA WORK TIME**	**MATH WORK TIME**
2:00	**SCIENCE**	**ELA POWER**	**MATH POWER**
2:30-4:30	**COACHING/PLANNING/ OFFICE HOURS**	**COACHING/PLANNING/ OFFICE HOURS**	**COACHING/PLANNING/ OFFICE HOURS**

On Wednesdays, all staff will receive professional development and are given time to collaborate and develop intervention support plans for scholar-activists who show signs of disengagement. Students who are on-site on Wednesdays will meet in their assigned group with an adult, who may not be the Crew Leader.

Wednesday Schedule

TIMES	
8:05-8:50	**ADULT CREW (SJS staff only)**
9:00-9:30	**STUDENT CREW**
9:30-10:30	**i-READY /INDEPENDENT READING/ebooks**
10:30-11:30	**DREAMBOX**
11:30-12:30	**OFFICE HOUR/DATA REVIEW** **RELATED SERVICES/ADDITIONAL SMALL GROUP**

Assessment and Promotion Policy

12:30-1:10	LUNCH
1:15-2:30	PROFESSIONAL DEVELOPMENT
2:30-4:30	COLLABORATIVE PLANNING/IPP

Assessment and Promotion Policy

Assessment and Promotion Policy

School Name: SJS

Date Board Approved:

PURPOSE STATEMENT:

SJS is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes SJS' commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within. However, DC PCSB retains broad authority under the School Reform Act to demand any information that they believe is necessary to their oversight activities.

DESCRIPTION:

This policy describes the formative assessments that SJS will use to assess student learning during the 2020-2021 school year. These assessments are not considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.

The policy describes the formative assessments the school is considering administering for all scholar-activists by grade bands, and for scholar-activists who participate exclusively in remote learning when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in person and distance. The policy also identifies changes to grade-level promotion requirements.

Assessments

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How scholar-activists will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous
5th grade	MAP Assessment (ELA + Math) Panorama Assessment (SEL) I-Ready (Literacy) Dreambox (Math) Unit Assessments (ELA)/Math)	• MAP--3x per year • Panorama--3x per year • I-Ready--3x per year • Dreambox--3x per year • Unit Assessments (2x per quarter)	Assessments will be taken on-site (synchronous) and remotely (asynchronous)
6th Grade	MAP Assessment (ELA + Math) Panorama Assessment (SEL) I-Ready (Literacy) Dreambox (Math) Unit Assessments (ELA)/Math)	• MAP--3x per year • Panorama--3x per year • I-Ready--3x per year • Dreambox--3x per year • Unit Assessments (2x per quarter) •	Assessments will be taken on-site (synchronous) and remotely (asynchronous)

	On-site Hybrid and Every Day	Remote synchronous and asynchronous
6-8	• Essays • Short Answer • Book reports • Math Equations with work attached • Lab reports • Research assignments, including conducting on-line research • Reading comprehension assessments	• Essays • Short Answer • Book reports • Math Equations with work attached • Lab reports • Research assignments, including conducting on-line research • Reading comprehension assessments

All assessments administered on-site will be taken under adult supervision.

All assessments will be submitted via Google Classrooms

With each assignment, scholar-activists will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help.

A. Assessment

6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

i-Ready-Curriculum Associates ; NWEA-MAP ; Other (identify vendor)

6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:

- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**

- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

Grade	Subject and Assessment Type	When and Frequency	How scholar-activists will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous
5th grade	MAP Assessment (ELA + Math) Panorama Assessment (SEL) I-Ready (Literacy) Dreambox (Math) Unit Assessments (ELA)/Math)	• MAP--3x per year • Panorama--3x per year • I-Ready--3x per year • Dreambox--3x per year • Unit Assessments (2x per quarter)	Assessments will be taken on-site (synchronous) and remotely (asynchronous)
6th Grade	MAP Assessment (ELA + Math) Panorama Assessment (SEL) I-Ready (Literacy) Dreambox (Math)	• MAP--3x per year • Panorama--3x per year • I-Ready--3x per year • Dreambox--3x per year	Assessments will be taken on-site (synchronous) and remotely (asynchronous)

| Unit Assessments (ELA)/Math) | • Unit Assessments (2x per quarter) |
| | • |

	On-site Hybrid and Every Day	Remote synchronous and asynchronous
6-8	• Essays • Short Answer • Book reports • Math Equations with work attached • Lab reports • Research assignments, including conducting on-line research • Reading comprehension assessments All assessments administered on-site will be taken under adult supervision.	• Essays • Short Answer • Book reports • Math Equations with work attached • Lab reports • Research assignments, including conducting on-line research • Reading comprehension assessments All assessments will be submitted via Google Classrooms With each assignment, scholar-activists will complete a self-assessment, identifying how they approached the assessment, who they sought for help, and where they searched for help.

B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.
   SJS Promotion and Grading Policy

8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

9. OSSE has issued **guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.** In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:
   • Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure

- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

- How is the student's presence authenticated daily using the LMS?
- What constitutes sufficient engagement in the LMS for the student to be marked present?

☐ Option B: The LEA is not using a learning management system (LMS) for distance learning.

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
- What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
- What constitutes evidence of education engagement daily for the student to be marked present?

a.

Touchpoints that (SJS) will use, include the following methods:

- **Direct 'face-to-face' online contact through class Zoom, and Google Hangout, etc.**

- **Completed exit tickets (Google form, etc.)**

- **Completed assignments on I-Ready and Dreambox**

- **Completed assignments uploaded to secure folder within school's system (Google) from daily activity (>50% complete will be considered present, regardless of accuracy)**

b.

Attendance Monitoring and Reporting

(SJS) will take the following steps to track student attendance:

- **Teachers responsible for daily attendance for scholar-activists on-site will follow existing attendance protocols.**

Remote learning attendance

- **Teachers will take attendance during each class period, including crew**

- **Teachers will take attendance using the following protocols**

  - **Teachers will take attendance at the end of the work time for each class (see schedule). This will allow the teacher to have access to the touch point data.**

  - **Teachers will collect touch-point data, see above, per class per kid**

  - **Teachers will mark student attendance in eSchoolplus based on the student touch point data, see**

above, per period.

- **Families will get a weekly report showing their attendance records for the week.**

(SJS) will take the following actions to address absences:

- **Teachers and counseling staff will be assigned cohorts of scholar-activists for follow-up from the primary building attendance administrator.**

- **Teachers will contact absent scholar-activists and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.**

- **Students who meet the definition of chronically absent will be reported to child and family services, as required by law.**

c.

Attendance Policy

Attendance Touchpoints by Learning Type for SJS

Code	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
Present	**Present: Student attends school for >80% of the school day.** **OR** **Attends <80% of school day on-site AND is remote learning for the remainder of the school day.**	**Present: Student attends school for >80% of the school day.** **OR** **Attends <80% of school day on-site AND all assignments due for the day are completed.**	**Present Remote: Student presence is detected throughout school day's activities** **(B) participates by one or more of the following touchpoints:** - **is "seen" in virtual classroom,** - **submits exit ticket** - **participates in group activities** - **participates in community building activities(games,**	**Present Remote:** **Student fully or partially complete >50% of the day's assignments.**

etc.)

- Submit assignments via Google Classrooms/I-Ready and Dreambox

Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.	N/A	Present Remote: Student fully or partially complete <50% of the day's assignments.
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Collecting and Reporting System

The school will log all contacts with a student and family using eSchoolPlus. For scholar-activists who are marked "absent", the school's in-person attendance policy with

consequences will be followed for reporting requirements and attendance verification.

In order to ensure equitable access to all of our scholars, we will adjust our attendance policies to best suit the circumstances and accurately reflect our scholar-activists' attendance.

For scholar-activists who were marked as absent on a particular school day, they will have an opportunity to be marked "partially present" if they turn in all of the day's completed assignments within two

school days.

The protocol will be the same for scholars who are marked "partially present." If they turn in all of the day's completed assignments within two school days, their attendance status will be changed

to "present."

Whole Student Support

A. Student Support

11. **Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.**

    Model Plan

Communication and scholar-activists Engagement	• Scholar-Activists must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. • Scholar-Activists must follow all classroom and school expectations for using audio and video during classroom meeting times. • Scholar-Activists must mute their microphones when they are not speaking and while others are speaking. • Scholar-Activists must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. • Scholar-Activists must follow the same rules for whole group class meetings while in breakout rooms. • Scholar-Activists must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. • Scholar-Activists must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. • Scholar-Activists must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. • Scholar-Activists must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. • Scholar-Activists must report all instances of cyberbullying to school staff immediately.
Logging into the LMS	• Scholar-Activists must keep their username and passwords in a safe place and must not share them with other scholar-activists. • Scholar-Activists must log into the LMS using their own log-in information. • Scholar-Activists must log into the LMS daily for classroom meetings, announcements or to submit assignments.

B. Behavior

Scholar-Activist Work	• Scholar-Activists must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.
	• Scholar-Activists must submit their own work and provide citations for work created by others.
	• Scholar-Activists must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.
	• Scholar-Activists must treat all school and personal electronic devices with care.
	• Scholar-Activists must keep food and drinks away from the equipment.
Taking Care of Physical Equipment	• Scholar-Activists must keep devices out of extremely cold or hot areas.
	• Scholar-Activists must hold and carry computers properly.
	• Scholar-Activists must report any damage to school equipment as soon as possible.

Scholar-Activist Support

According to the American Academy of Pediatricians, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities." Below are several interventions for scholar-activists' social-emotional and mental health needs during continuous learning and school recovery.

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.

- Teachers and Crew Leaders will conference with families and if necessary, refer scholar-activists to the mental health team for scholar-activists displaying needs for support.

- The mental health team will provide weekly, optional, asynchronous videos and lessons for scholar-activists available through the LMS.

- Crew Leaders will meet with their Crew each day and will use the SJS Crew Binder

- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.

- The mental health team will create tele-health options for scholar-activists to call and schedule sessions with school counselors.

- The mental health team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social-emotional and mental health support.

- SJS will implement our Joy and Wellness activities that promote community and joy at SJS. These activities will happen through Zoom.

12. **Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

> *Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the* [*Student Fair Access to School Amendment Act of 2018*](#)*, a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.*

Expectations for Scholar-Activist Behavior

Expected behavior for scholar-activists who are learning remotely are similar to those for the physical school community. Scholar-activists are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that scholar-activists have a safe, high quality learning experience while outside of the school building.

Monitoring of Student Behavior

- **Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.**

- **Administrators will observe classroom meetings and Crew.**

- **Teachers will provide ongoing reminders for scholar-activists about classroom expectations within a virtual setting.**

- **Teachers will explicitly teach their virtual/and or in person classroom routines**

- **School staff will regularly remind scholar-activists of expectations for taking care of personal/school-issued equipment.**

- **Administrators will conduct weekly informal observations of teachers in both on-site and remote learning classrooms**

- **Staff members will be responsible for supporting scholar-activists and families with navigating the LMS and be available to provide scholar-activists with technical support.**

- **School staff will continue to track scholar-activist participation and engagement with the LMS according to the policies outlined in the student handbook.**

- **Grades/attendance will be reported to families as per the school handbook**

- **Teachers will communicate concerns with families by phone, email, text or using the LMS.**

Special Populations

Communication with Families

School staff will share a copy of the Whole Student Support with families for their review prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about scholar-activist progress and/or scholar-activist engagement by email, phone, text or via the LMS. School staff will immediately communicate with scholar-activists and families when scholar-activists are not meeting expectations for distance learning.

Alternatives to Distance Learning

School staff may limit or restrict scholar-activists' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to scholar-activists' access to the LMS by email, phone, text or through the LMS.

If scholar-activists do not follow expectations for communicating respectfully with school staff or other scholar-activists:

- School staff will remind scholar-activists of expectations for distance learning.

- School staff will conference with families about school expectations not being met.

- Teachers may temporarily adjust scholar-activists audio, video or chat privileges during synchronous meetings.

- Teachers may temporarily limit scholar-activists' ability to post content on LMS chat or discussion boards.

- If these interventions are not successful in changing scholar-activists behavior, school staff may temporarily assign scholar-activists to asynchronous learning opportunities in lieu of synchronous instruction.

- Crew Leaders will facilitate a problem solving conference if the above interventions are not successful or effective. The problem solving conference will result in a personalized plan to ensure that the student can be successful in remote learning.

If scholar-activists use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

- School staff will remind scholar-activists of expectations for distance learning.

- School staff will conference with families about school expectations not being met.

- School staff may temporarily assign scholar-activists to asynchronous learning in lieu of synchronous instruction.

13. **Describe the LEA's plan to serve students with disabilities, including:**

- **Crew Leaders will facilitate a problem solving conference if the above interventions are not successful or effective. The problem solving conference will result in a personalized plan to ensure that the scholar-activist can be successful in remote learning.**

If scholar-activists engage in cyberbullying or display/share inappropriate images on the LMS:

- **School staff will conference with families about school expectations not being met.**

- **School staff may temporarily assign scholar-activists to asynchronous learning in lieu of synchronous instruction.**

- **Crew Leaders will facilitate a problem solving conference if the above interventions are not successful or effective. The problem solving conference will result in a personalized plan to ensure that the scholar-activist can be successful in remote learning.**

- **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
- **The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and**
- **The manner in which LEA deliver related services for students in distance learning;**
- **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
- **The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;**
- **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**
- **The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

LEAs' obligations to serve the District's English Learners (ELs) are outlined in U.S. Department of Education Fact Sheet, District Municipal Regulations 5-E3101, OSSE's state EL policies and procedures, and DC PCSB EL Services Assurance Letter, and OSSE's Serving English Learners During Distance Learning FAQ.

a. Needs Assessment

At the earliest stages possible, previous IDEA-related files, ACCESS information, and school data such as report card, 504 plans, and RTI plans will be reviewed upon enrollment to determine if the previous school had lapses in timelines and service delivery. We will also schedule times to interview families individually to determine the extent to which scholar-activists with disabilities or learning English were engaged in and benefitted from distance learning, review IEP, ILP, or 504 plan and eligibility due dates.

During this initial meeting, we will also review any modifications that were done to the service delivery model, strategies, or goals in response to virtual learning. We will also decide on the most appropriate delivery of service model for the upcoming school year and if modifications are needed, memorialize them in a Prior Written Notice Document, Family Input document, Service Adaptation Worksheet and upload all documents into SEDS. The Student Support Team will communicate the Wednesday data analysis/RTI structure to analyze data and continuously ensure appropriateness and maximum student engagement. We will agree upon the dates, times, and platforms for family check ins to share data and communicate progress.

b./c. Compliance and FAPE

During the initial meeting, deadlines for all meetings that fall within the academic year will be reviewed and tentatively scheduled. The Director of Student Support and the parent/guardian will decide upon the most accessible platform for those meetings to be held (phone, zoom, in-person). We will track progress of IEP goals on the individual student tabs on the Student Data Tool tracker on the "Student Name" tab. In this document we will collect data twice a week and synthesize data weekly. We will collect data such as level of engagement, attendance, asynchronous versus in person lessons attempted, and asynchronous versus in person lessons completed, as well as the level of mastery. Level of mastery for instruction will be assessed using iReady assessments, exit tickets, curriculum based assessments and documented observations as appropriate and as previously agreed upon by the Student Support Team. All service providers (including special education teachers and intervention teachers) will document delivery of services on the Service Delivery Form. We will follow a regular RTI cycle of analysis to determine next steps (e.g. need for increase or decrease in services, identifying scholar-activists in need of service, or change in the mode of service delivery) and regular collaboration with all team members, including case manager, related service providers, and content teachers.

d./e.

Student Support Continuous Education

Staff members will aggregate the initial needs assessment data to determine possible parent training to support service delivery for their scholar-activists. The training might include: how to access the virtual learning platform and using added and embedded student supports. All staff members will participate in Student Support Professional Development during August PD where internalize the RTI and Special Education Process, as well as learning best practices in student support both in person and virtually. All staff will participate in Kid Talk/RTI professional development and data meetings monthly to review data, create/update SMART goals for scholar-activists, and create student support plans including continuous expansion of their student support best practices repertoire.

Related Service Providers

Related Service Providers will provide service in person or via telehealth as decided at the initial needs assessment meeting. Related Service providers will document delivery of services on the Service Delivery form as well as Service Trackers completed in SEDS by the 30th of every month. Families will have the option of receiving services at school or via telehealth services with the appropriate releases. All providers are trained in delivering telehealth services and will also use a unique password protected zoom account to maintain privacy in compliance with FERPA requirements.Related Service Providers will provide a schedule of service delivery by the second full week of school to the Director of Student Support Services, who will communicate the schedule to individual families and case managers at the intake meeting. We will track to ensure scholar-activists are accessing the service, as well as monitor student engagement and service delivery models. We will create a plan for recoupment of service within 30 days if scholar-activists have missed any service times.

f.

In order to fully assess the severity of the impact of learning loss, our SJS student support staff will have individual meetings with families to assess the extent to which their scholars were engaged in instruction for the duration of the school year. From these meetings, we will also do individual student interviews and request any documents or assessments from teachers that will help to determine the cause (if any) of learning loss. In addition to this, our student support staff will review all progress notes from previous quarters and assessment results from both the MOY assessment and BOY assessments which both include a reading and math diagnostic. In gathering data from both learning platforms (iReady and MAP) we will be able to create a strengths and weaknesses profile that will help to complete an overall assessment so we can make a final determination.

g.

Supporting Homeless Students

Prior to school starting we will identify scholar-activists who are homeless as defined by the Mckinney-Vento Act by contacting families via phone, personal visit, or best contact method. Our Family Engagement Specialist and School Social Worker will meet with the family and conduct a needs assessment. We will give homeless scholar-activists who are residing in a shelter, a priority space in our in person cohort. For families experiencing homelessness that would prefer virtual learning, both a laptop device and "hot spot" to access the internet will be provided to remove foreseeable digital barriers. After conducting the needs assessment using our Family Input Form, we will document those needs in our Student Data Tracker under the "needs" tab. We will continue to track the scholar-activists level of engagement and attendance quantitatively using the tracker; track family level of need and support required qualitatively using Social Worker/Family Engagement check ins, and analyze all during our weekly data meetings and monthly student support meetings.

14. Describe the LEA's plan to serve ELs, including:
- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**
- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;**
- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**

a.

Instruction predominantly takes place in the general education classroom, with both professionals present and participating either in person or guiding distance learning lessons. Twice a week scholar-activists may be taken to a different classroom or small zoom meetings for collaboratively planned instruction and small group support (see model below). In other situations, the teaching team may adopt co-teaching to deliver instruction.

b.

Each family will meet with the Director of Student Services to review the latest ACCESS testing, WIDA Standards, previous ILP plans/goals if available, and develop a new [Individualized Language Plan](). The EL program at Social Justice School relies on a combination of Inclusive and Collaborative model and SIOP model to deliver instruction to scholar-activists who are acquiring English. In this model, the support teacher and the general education teacher collaboratively plan instruction based on scholar-activists' strengths and needs. Instruction is adapted to ELs' English proficiency level, spirals through the curriculum, activates prior knowledge, and promotes classmate collaboration.

c.

For English learners, Instruction predominantly will take place in the general education classroom, with both professionals present and participating either in person or guiding distance learning lessons. Twice a week scholar-activists may be taken to a different classroom (with identified, non-shared seating) or small group zoom meetings for collaboratively planned instruction and small group support (see model below). In other situations, the teaching team may adopt co-teaching to deliver instruction. Related service provision will take

place in the student support classroom with specific seating assignments with appropriate PPE.

d.

We will track progress of ILP goals on the individual student tabs on the Student Data Tracker. In this document we will collect data twice a week and synthesize data weekly. We will collect data such as level of engagement, attendance, asynchronous versus in person lessons attempted, and asynchronous versus in person lessons completed, as well as the level of mastery.

Technology Policy

15. **Describe the LEA's policy for technology use during distance learning, including:**
    - **Expectations for student access to devices and technical training;**
    - **The manner in which the LEA will assess student/family technology needs;**
    - **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
    - **The plan for replacing/repairing devices;**
    - **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
    - **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
    - **If/how the school's technology policy differs by grade level.**

Technology Policy

Technology Policy

School Name: SJS

Date Board Approved:

PURPOSE STATEMENT:

SJS is committed to the effective use of technology to both enhance the quality of student

learning and the efficiency of school operations.

Pre-COVID-19 scholar-activists' use of the school owned and operated technology resources was a

privilege, not a right. During and post-COVID-19 student use of, and access to,

school-owned-and-operated technology is a necessary part of the learning process for all scholar-activists. SJS is committed to equitable access to technology resources necessary for learning for all scholar-activists. Students (and where applicable, their families) must sign and submit our SJS Tech

Agreement.

Beyond defining SJS's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a Return to School Technology Plan is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cybersecurity to assist staff in understanding the risks and responsibilities associated with the new learning environment.

DESCRIPTION:

The following plan for the effective use and oversight of school technology during and after the

COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public

Instruction. This framework comprises three steps:

1. Review (where things stood at the close of 2019-20 with respect to the larger distance/virtual learning landscape in Washington, DC);

2. Plan (what must be accomplished before the 2020-21 school year begins; and

3. Implement (during SY 2020-21).

Table of Contents

- - Equipment, Software, and Training Expectations and Supports for Students and Staff

  - Assessing Need

  - Support

  - Replacing/Repairing Equipment

  - Expectations for student access to the internet and safeguarding personally identifiable information (PII);

  - Remote Learning Limitations on school-provided Devices

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, SJS will provide all scholar-activists and staff with the necessary technology

equipment, software, and training to fully participate in remote learning as indicated in the tables

below.

Equipment

All SJS scholar-activists will receive the following equipment

	SJS 5th and 6th Grade Students
Chromebook (with charger)	E
Hotspot (with Internet Access)	AN
Calculator	E
Headphones	E

All SJS staff will receive the following equipment

- **Computer**

Software

All scholar-activists and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of the school's community be able to access the software.

All SJS Students and Staff will have access to the following platforms and programs:

- **Dreambox (Intervention/Enrichment Platform)**
- **Google Classroom (Learning Management System)**
- **Google Suite**
  - **Google Email (for student email accounts)**
  - **Google Docs (for collaborative learning)**
- **i-Ready (Educational Platform)**
- **Learnzillion (Educational Platform)**
- **Zoom (Video Conferencing System)**

Training

For every piece of equipment and software, SJS will provide training for staff, scholar-activists, and families on proper use and care. This training will also inform families about the process to access technical support for malfunctioning equipment and how to use the equipment and software properly. The training will be accompanied with a detailed technology agreement that outlines the intended purpose and use of distributed technology.

The SJS Staff training will take place in August 2020 during SJS professional development (from Monday, August 3rd to Friday, August 21st). The training will be available to staff in both a virtual and in-person format and will include the following topics:

- Overview of the Chromebook Hardware

- How to access technical and hardware support

- Proper use of SJS technology

- How to access and use SJS Learning Platforms (Google Classrooms, Learn Zillion, E-Schools Plus, Dreambox and I-Ready)

The SJS student/family training will take place during the week of August 24th, prior to the first day of school. The training will be available to families in both a virtual and in-person format and will include the following topics:

- Overview of the Chromebook Hardware

- How to access technical and hardware support

- How to access and use SJS Learning Platforms (Google Classrooms, Learn Zillion, E-Schools Plus, Dreambox and I-Ready)

- Proper use of SJS technology

- How to access and use SJS Learning Platforms

- How to communicate with SJS Staff for Academic Support (Questions or Tutoring)

Equipment

SJS will provide every student with a Chromebook for our virtual learning community. In the case of a malfunction, we will keep extra equipment (loaner Chromebook and chargers) on-site for scholar-activists to borrow until their original device is either repaired or swapped out completely.

Over the course of the summer, we surveyed our families to determine a few key factors about their technological capabilities:

- Internet availability and speed and number of household members expected to be using the Internet during the school day

- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, Chromebook, and tablet

- Security features on the technology (for younger children, especially)

Additionally, every SJS Staff member will be given a laptop computer to facilitate their work. In the case of a malfunction, we will keep extra equipment (loaner laptops and chargers) on-site for staff to borrow until their original device is either repaired or swapped out completely.

Software

Based on the instructional plan, the SJS leadership team has curated software that will best support SJS' academic program and remote learning. During Spring 2020, SJS' Leadership team delivered a technology survey to our staff to determine what their strengths and areas of growth are. Based on the results from the survey, SJS' Leadership team has planned out professional development sessions that will deliver the necessary information, resources and protocols to work with all chosen software.

Training

In June and July 2020, SJS surveyed its enrolled families on their training needs for equipment and software use. SJS will provide training for families on how to use student Chromebooks and Hotspots prior to the first day of school on Monday, August 31st. All training will be provided remotely. If families need help setting up equipment, accommodations will be made to offer on-site

training, following CDC social distancing guidance.

Support Provided for Students without Access to Internet or Devices

Based on multiple surveys and needs assessments administered by SJS and completed by SJS'

families, SJS has determined its families who will need additional support accessing the Internet.

SJS Students without internet access and/or devices will be provided access via a mobile hotspot.

Where possible, scholar-activists will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for the proper use and care of equipment. For scholar-activists and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations, and care of equipment will be provided virtually in such cases.

Replacing/Repairing Equipment

SJS will have loaner equipment available for families and staff on an as-needed basis. Technology exchange will occur on-site using a socially distant check-out with our Operations team. The broken equipment will be swapped out with a loaner and families must sign an additional tech agreement in order to retrieve the loaner equipment. The loaner is only meant to be used during

the time that the original technology is being repaired or replaced.

If it is determined that the equipment failed due to misuse, there will be a tiered consequence system to address any repeat offenses. The consequences are as follows:

- **First Offense:** SJS will hold a phone/video call with the scholar and their family addressing the misuse and severity of damages

- **Second Offense:** Scholar/Guardian will have to sign the 'Second Offense of Misuse' Agreement which states that the scholar has a trend of misusing technology and will need to be supervised at all times to ensure that they are handling devices properly. SJS teachers will ensure during instruction that adults are present for supervision.

- **Third Offense:** If a scholar misuses equipment again, a problem-solving conference will be had with the family to discuss the scholar engaging in on-site learning. The scholar-activists' Crew Leader, Content Teacher, and parent will attend this meeting. The scholar will not be able to take the device home and paper-based materials will be provided in the event that the student does not successfully meet their problem-solving goals.

In understanding that equipment malfunctions do happen with all technology, our Director of Operations will assess each technology support ticket accordingly by running a series of targeted diagnostics. Additionally, our DOO trained in maintaining our software and has vast knowledge around the software capabilities. If he determines that there is an equipment malfunction, we will mail off the device to the supplier and ask for extensive repair or complete replacement.

Software

- Software malfunctions will be determined by the time, length, and ability required for a student to access a particular program or feature on the Chromebook or other learning device.

- **Student Passwords will be safeguarded by using the following procedures:**

  - **Student Passwords will be generated randomly**

  - **Student Passwords will be given only to the student and their parent/guardian**

  - **The only school's operations team will have access to the scholar-activists' passwords - this information will be password protected.**

- **If a student is locked out of their software, they will email or call the school's operations team who will provide them with the password using a secure message or over the phone.**

Expectations for student access to the internet and safeguarding personally identifiable information (PII);

Purpose

The Social Justice School recognizes the importance of safeguard personally identifiable information of their Staff and Students. SJS shall maintain a system of safeguards to protect the confidentiality of students' staff members' personally identifiable information ("PII") when collecting, retaining, disclosing, and destroying records.

Definitions

Disclosure shall mean to permit access to or the release, transfer, or other communication of personally identifiable information contained in records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Personally identifiable information includes, but is not limited to:

1. **Social security number**

2. **Username and password**

3. **Passport number**

4. **Credit card number**

5. **Clearances**

6. **Banking information**

7. **Biometrics**

8. **Data and place of birth**

9. **Mothers maiden name**

10. **Criminal, medical and financial records**

11. Educational transcripts

12. Photos and video including any of the above

Policy Guidance

All electronic files that contain PII will be stored securely within password-protected systems or on secured computer drives. All staff shall comply with the Network Usage policy to ensure the safeguarding of information on SJS's Network. Each staff member will be provided an individual password to be used only by that person to access the network. Users are to log off the system as soon as finished.

All physical files that contain Protected PII will reside within a locked file cabinet or room when not being actively viewed or modified. PII is not to be downloaded to personal student or employee computers or mobile devices (such as laptops, personal digital assistants, mobile phones, tablets or removable media) or to systems outside the protection of SJS's Network.

PII will also not be sent through any form of insecure electronic communication E.g. instant messaging systems. SJS recognizes the need to send certain documentation through E-mail that may contain PII. All documents sent via E-mail containing PII must be password protected. The password will be sent separately to the recipient.

Disclosure of Staff PII

The PII of a staff member will not be disclosed to any individual unless a signed release form is received from the employee.

Disclosure of Student PII

SJS will not release PII concerning a student without the signed authorization of the parent or legal guardian. SJS shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by the district in connection with the education services provided. All staff at SJS have been trained on our FERPA policy to ensure proper access to student information.

Remote Learning Limitations on school-provided Devices

In order for scholar-activists to be issued a laptop, a student and his/her parent/guardian must acknowledge acceptance of the Acceptable Use for Technology – Laptop Device Agreement. A student will not be issued a laptop until the agreement has been accepted and a hard copy has been signed by both parent and student and returned to the school. Due to the student being in their home, SJS will not be able to fully limit the use of our equipment for only school purposes.

In order to also ensure that the scholar is using our devices properly outside of school time, the parent/guardian must agree to monitor student use at home and away from school. SJS believes that the best

way to keep scholar-activists safe and on-task is to have a parent/guardian present and involved.

Additionally, if the laptop device and/or charging cord goes missing, the parent/guardian/student are responsible for the cost of repair or replacement at the date of loss. Lost or stolen devices must be reported to the school and/or the police immediately. In cases involving theft, a police report will be required.

Software

All software downloaded onto SJS devices will not be accessible without login credentials. During technology pick up, all families will receive an individualized guide to accessing our online learning platforms with their unique login information (username and password). There will also be a troubleshooting and FAQ section should they forget their information. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private.

Students and their families are not allowed to download any other software on their devices. In order to enforce this policy, SJS has installed security software that will prohibit all software downloads of any kind (unless it is the administrator who is requesting access).

This particular tenet of unacceptable use is outlined in our Acceptable Use for Technology – Laptop Device Agreement. The verbiage is as follows:

Unacceptable conduct includes, but is not limited to, the following:

- ○ Using the network for illegal activities, including copyright, license or contract violations

  ○ Unauthorized downloading or installation of any software including shareware and freeware

  ○ Using the network for financial or commercial gain, advertising, or political lobbying

  ○ Accessing or exploring online locations or materials that do not support the curriculum and/or are inappropriate for school assignments

Training

SJS will host a virtual student and parent orientation week where each teacher will be responsible for training their families on the proper use of school equipment and software. This orientation will happen after families have picked up their devices and signed their Acceptable Use Agreements.

The orientations will outline and explain in detail using a virtual guide on how to log in and navigate each platform.

Family Engagement Policy

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and

school operations, including:

- How often families can anticipate hearing from the school, and through which methods of communication;
- How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
- How you will communicate about unanticipated facility closures and the health/safety of the school community;
- How you will share expectations and training for family participation in their student's learning, including trainings for technology;
- How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
- How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

This policy will describe how SJS will partner and communicate with families about continuous learning and school operations.

DESCRIPTION:

This policy articulates how SJS will communicate with and train scholar-activists and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Consistent and clear communication with scholar-activists and families is vital for supporting the community of scholar-activists and families and for maintaining the health and safety of the school community. Communication to scholar-activists and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Table of Contents

1. **General and Schoolwide Communication**

    1. **Website**

    2. **Social Media**

    3. **Direct to Family**

2. **Family Engagement and Continuous Learning**

    1. **Trainings**

    2. **Continual Improvement**

    3. **Resources**

3. **COVID-19 Related Communications**

1. **Reporting/Notification**

2. **Trainings**

3. **Signage and Resources**

4. **Basic Needs Assessment and Response**

General School-Wide Communication

Consistent and clear communication with scholar-activists and families is vital for maintaining the health and safety of the SJS community. Communication to scholar-activists and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

Website

[SJS's website](#) at all times will be the location for general information about the school as well as specific details on the program offerings, school schedule, registration and enrollment, staff, and typical school operations details, (menus, activities calendars, Free and Reduced Meal Program applications). This information will be available to families 24 hours, 7 days a week. I

Contact Information: Current and prospective scholar-activists will be able to find all information on how to contact the school administration and staff.

Family Resources: Families will be able to find the Student and Family Hand Book, school enrollment, and registration details, links to distance learning resources [see II. Family Engagement In Continuous Learning section below] and additional materials to support families, such as social services resources.

Food Programs: In accordance with OSSE guidelines, all required information about SJS food programs will be available to families on a monthly basis.

Operating Status: The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.

Student Learning: A link to the learning management system (LMS), Google Classrooms, will be available for scholar-activists and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for scholar-activists to access online instruction from teachers and support staff and any distance learning materials.

Social Media

SJS has social media channels including Facebook and Instagram. These channels will be used daily to build broad awareness of SJS, engage the broader DC community (and country) in the great success of SJS scholar-activists and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pickups, student support giveaways, food drives).

Facebook: **https://www.facebook.com/SocialJusticeSchool/**

Instagram: **https://www.instagram.com/thesocialjusticeschool/**

Direct to Family

SJS will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student-related information, and to schedule ways to connect in-person or via phone/video. We will use OneCall now to facilitate texts and emails to families. Families will receive direct communication from the school at least twice weekly. Students who have higher needs will be contacted at least four times weekly.

Family Engagement in Continuous Learning

SJS has crafted an Instructional Delivery Plan in order to provide equitable access to learning for scholar-activists as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learners at home and when they are learning in-person at school.

Trainings/Parent Meetings

During the summer, and at regular intervals across the year, SJS will provide virtual and in-person training to support families in navigating the continuous learning plan of SJS. These trainings will include, but are not limited to:

- troubleshooting your device at home

- accessing SJS' distance learning platform and materials; and

- navigating the learning management system.

- how to contact teachers during office hours.

- how to contact IT support.

- how to complete assignments in Google classrooms.

- how to track student engagement on Dreambox & I-Ready.

- how to increase student engagement

- how to support scholar-activists who need specialized instruction.

All training will be recorded in order to ensure that families can access them at a time that is most convenient.

SJS held several virtual/in-person opportunities for families to get to know their teachers for the 2020-2021 school year. The first was a meet and greet that was held on August 21st, 2020. In addition, SJS hosted several parent orientation days during the week of August 24th-August 28th. Lastly, SJS will host an additional Back to School night for parents during the week of September 7th, 2020.

Continual improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, SJS will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

SJS Website: **www.thesocialjusticeschool.org**

Facebook: **https://www.facebook.com/SocialJusticeSchool/**

Instagram: **https://www.instagram.com/thesocialjusticeschool/**

Coronavirus Prevention Communication

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx scholar-activists and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication. At SJS, our goals of Love, learning, and liberation also require that we think about our entire community.

During SJS' Staff Professional Development Training in August 2020, SJS will educate staff on the following topics:

- COVID-19 prevention and response protocols

During SJS' Family and Scholar-Activist orientation, SJS will share information with families directly regarding the following topics:

- Behaviors that prevent the spread of COVID-19

- Physical (social) distancing,

- When scholar-activists must stay home,

- When scholar-activists can return to school.

Throughout the school year, SJS will continue to educate scholar-activists and families on COVID-19 prevention by broadcasting live announcements during the school day and including relevant information in its direct communication to families (in family electronic newsletters and wellness calls).

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected scholar-activists and families to reach out to the COVID-19 Point of Contact Reginald Galloway at **reginald@thesocialjusticeschool.org** or 240-305-9291 within 24 hours of the household member's diagnosis.

In the event that a household communicates a positive COVID-19 diagnosis to Reginald Galloway, he will follow the procedures outlined in the Exposure Reporting, Notification, and Disinfecting section on Page 22.

In the event that a student/staff member/ person who visited SJS test positive for COVID-19 SJS will:

- Contact families immediately, within 24 hours.

- Close for deep cleaning for three school days. If the positive case falls on a Thursday or Friday, SJS would monitor the situation and attempt to reopen on the following Monday.

- Require all individuals in close contact with the COVID-19 positive individual to self-quarantine for 14 days as recommended by the CDC.

Trainings

To prevent the spread of coronavirus, SJS will offer training and family orientation for scholar-activists, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for scholar-activists, families, and staff

- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

This training and orientation will be an opportunity for SJS families, scholar-activists, and teachers to meet one another.

All training will be recorded in order to ensure that families can access them at a time that is most convenient.

Signage and Resources

Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and PPE guidance. [see nonmedical cloth face coverings section] SJS Operations team will create and post signage inside every classroom and bathroom reminding scholar-activists and staff of teacher/student cleaning protocols. This signage will be a supplement of a schedule that we have developed for increased routine cleaning, disinfection, and sanitization. Training during weeks 2 and 3 of our Professional Development will take place in order to implement the schedule effectively.

As detailed in Section I, the school website will house ongoing resources and materials for families. All

recorded training and printable resources will be available on the SJS website.

Basic Needs Assessments and Responses

Assessment

SJS is committed to ensuring that the basic needs of our families are met during these challenging times. To do this, SJS will continue to do wellness calls to our families. In these calls, we will assess our families' needs around groceries, utility bills, and transportation to and from work.

Responses

SJS will provide gift cards for groceries for families who are seeking additional support. In addition, when applicable, SJS will provide small micro-grants of up to $100 for families who need assistance with their utilities and other basic needs.

SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

☑ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

☑ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203 and/or in accordance with its charter agreement-if applicable

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

☑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

☑ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

☑ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☑ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

- An accessible, family-facing description of their continuous education plan; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Social Justice PCS

LEA Leader Name: Myron Long

Date: 10-05-2020 11:42 AM